

1 Fountains and Current Relationships

3 Specific Relationships Systematically Reviewed by Miller

4 Rastbury's Collapsing Network.



THE LIBERAL ARTS
and
NURSING EDUCATION



COÖRDINATED PROGRAM

leading to a

RADCLIFFE COLLEGE DEGREE

and a

MASSACHUSETTS GENERAL HOSPITAL

SCHOOL OF NURSING

DIPLOMA

CAMBRIDGE 38, MASSACHUSETTS



NURSING AS A PROFESSION

THE profession of nursing today plays an important rôle in the health program of the nation. The young woman interested in the care of the sick and the promotion of health will find opportunities as a nurse and health worker in hospitals and health centers, homes and schools, great city industries and widely scattered rural communities. She may participate in medical research and nursing and health studies; she may teach in schools of nursing; she may find opportunities in the administration of community health services, hospital nursing services, and schools of nursing.

The demands of a career in nursing increasingly require more educational preparation for the nurse who is to keep pace with advances in medical science. The nurse, like other workers in the health field, needs a broad general education in addition to a sound professional education. Such preparation requires a college program which will give the student both full scope for her intellectual interests and the opportunity to develop an awareness of her social responsibility as a citizen. It also demands a nursing program which offers instruction and experience abreast of the newest developments and sound practices in nursing education and medical science.

Radcliffe College and the Massachusetts General Hospital School of Nursing have undertaken to offer a coördinated plan providing this combined liberal arts and professional training. They wish to find, through a nation-wide search, a group of young women who can meet fairly rigorous requirements of physical and emotional maturity, who enjoy qualities of leadership, and who possess a sense of dedication to a great profession. Only those who possess these qualities can possibly embark on this program, which proposes a course at once demanding and highly stimulating.

The unique quality in the plan evolved by Radcliffe College and the School of Nursing is that it attempts to provide for a student who has already chosen her vocation a well-rounded liberal education, to which is imparted the stimulus of a professional goal. It is the confident expectation that both the liberal arts and the professional training will be strengthened by this intermeshing program of education. This is a pioneering step, taken in the conviction that the rôle played by women as nurses can be immeasurably enhanced by opening to them the whole range of liberal arts.



THE TWO INSTITUTIONS

Radcliffe is the Women's College affiliated with Harvard University, whose faculty has the responsibility of giving at Radcliffe precisely the same instruction and course offering provided by Harvard for its own students. Radcliffe requirements for admission and for degrees are the same as those of Harvard College. The methods of instruction employed at Harvard, including the tutorial system and the general examination, are employed also at Radcliffe; and the diploma which the Radcliffe senior receives at Commencement bears the signatures of the Presidents of both Radcliffe College and Harvard University. The Radcliffe undergraduate student body is limited to 800 in number. Since it is a truly national college, these students are drawn from all parts of the United States and, indeed, from many foreign countries.

The Massachusetts General Hospital School of Nursing, enjoying similar prestige in its field, is eminently prepared to offer a professional education. Founded in 1873, it is one of the first three schools in America to follow the plan formulated by Florence Nightingale about 1860 for the broad education of qualified women in the field of nursing and health service. Today the School has graduated over 3,300 nurses, who have worked in every state in this country, and in almost every other country in the world. The majority of these nurses have made their contributions by providing the nursing care needed for the recovery of the sick or injured, and by teaching health maintenance. In addition, many of the graduates have occupied positions of leadership in administration, education, and public health.

The Massachusetts General Hospital is the oldest hospital in New England and the third oldest private hospital in the United States. For over a century members of the faculty of the Harvard Medical School have served on the medical staff of the Hospital, among them many pioneers in medical science. Pioneering in medical research continues, and distinguished doctors care for patients in the various divisions of the Hospital today. Many of these same doctors assist with the instruction of the nurses. The anniversary every October of the first public demonstration of ether anesthesia in this hospital in 1846 also recalls the many advances in medical science initiated here. In addition to Medical and Surgical Staffs are the Departments of Anesthesia, Dietetics, Occupational Therapy, Pathology, Physiotherapy, Radiology, and Social Service. Hospital Social Service as it is now conceived or-



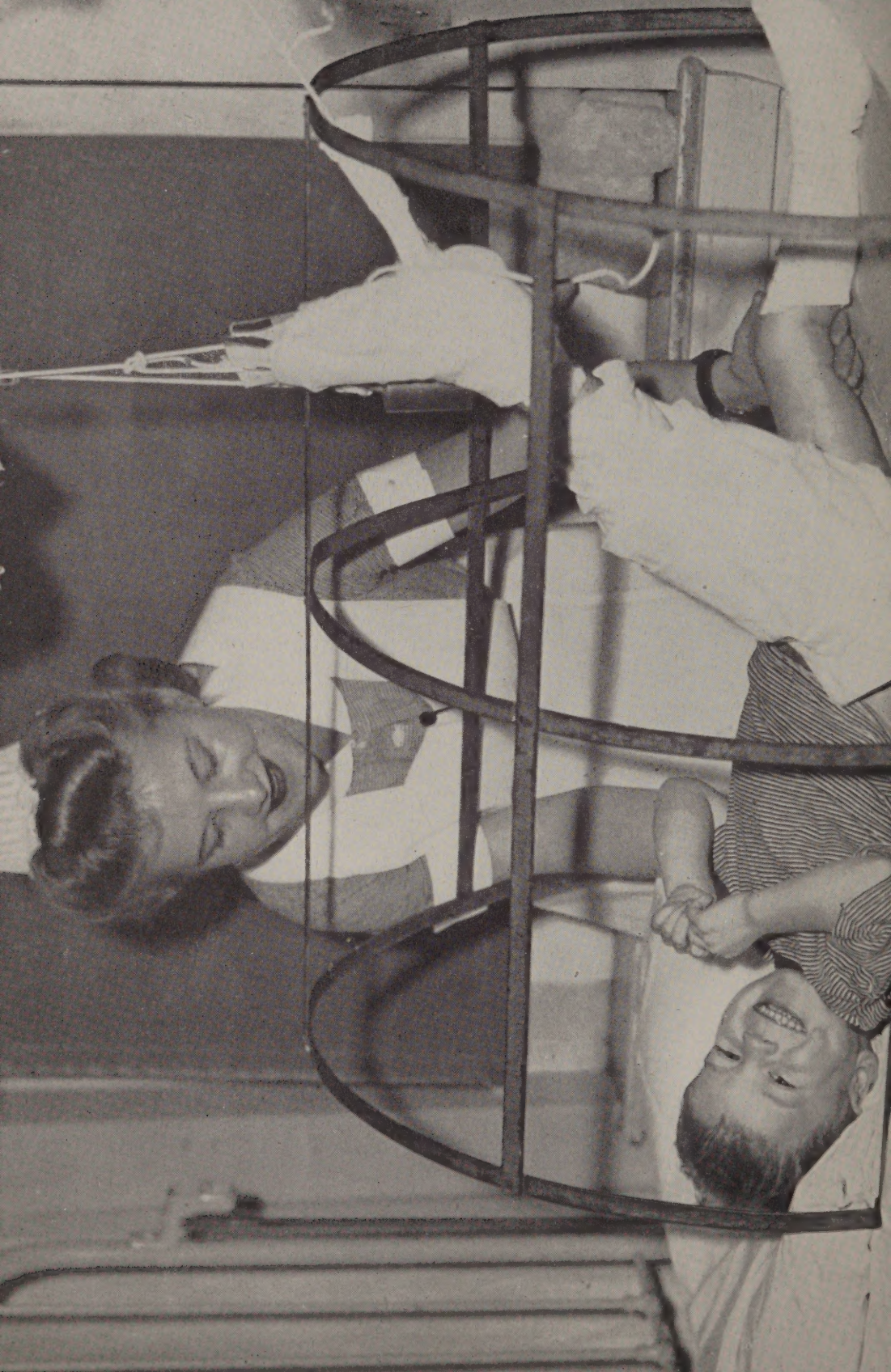
iginated at the Massachusetts General Hospital. From the staffs of these departments, too, come instructors for student and graduate nurses.

Radcliffe and Harvard are on one bank of the Charles River in Cambridge and the Massachusetts General Hospital is on the other bank of the Charles, a very few minutes by direct subway from the College. Both institutions possess not only the advantages arising from a metropolitan location which has much to offer in art, music, and the theater, but also easy accessibility to the cultural and recreational resources of New England. At the College students have the opportunity to enjoy all kinds of sports. They may choose among more than twenty clubs representing a variety of extra-curricular interests. Moreover, there is open to them a normal social life made possible by the university setting. At the School of Nursing students also may take part in activities planned by the Student Nurses' Coöperative Association. Boating on the Charles and swimming at a nearby pool are among the favorite sports.

For the first three and one-half years of her course, the student will live at Radcliffe, being in every sense a full member of the Radcliffe student body. The halls of residence and the physical plant of the College are fully described in the Radcliffe College catalogue. For the last two years, the student will live at the School of Nursing, in one of the student residences. In this way she will have participated completely in the intimate life of both institutions. Throughout the program there will be interlocking committees from both the College and the School of Nursing to supervise all phases of its working.

GENERAL PLAN

Candidates who are accepted for this program may choose freely among the twenty-nine undergraduate fields of concentration offered by Radcliffe College, and will complete all requirements for the Radcliffe A.B. or S.B. degree. No preprofessional courses which might in any way limit the breadth of general education will be included in the college course, and no college credit will be given for work taken at the School of Nursing. On the other hand, no relaxation in standards will be made by the School of Nursing, and those completing the course will have satisfied the requirements for the R.N. The following is an outline of the general plan of the program, which, although continuous, contains provision for substantial vacations.



**PLAN FOR THE COÖRDINATED PROGRAM LEADING TO A
RADCLIFFE COLLEGE DEGREE AND A
MASSACHUSETTS GENERAL HOSPITAL SCHOOL OF NURSING DIPLOMA**

FIRST YEAR

	<i>Fall Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
Radcliffe	4 courses including Chemistry if possible	Same as Fall	
M. G. H.	3 hours per week — Orientation	Same as Fall	8 weeks—Principles of Nursing; Nutrition; Introduction to Nursing Practice.

(No preparation to be required for Orientation at M.G.H. during winter and spring terms).

SECOND YEAR

	<i>Fall Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
Radcliffe	3 courses	Same as winter	2 courses
M. G. H.	6 hours per week — Applied Chemistry	Same as winter — Applied Anatomy	

(Courses at M.G.H. to require 6 hours preparation per week).

THIRD YEAR

	<i>Fall Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
Radcliffe	3 courses	Same as winter	2 courses
M. G. H.	6 hours per week — Applied Physiology	4 hours per week — Applied Microbiology; 2 hours per week — Psychological and Sociological Problems in Nursing	

(Courses at M.G.H. to require 6 hours preparation per week).

FOURTH YEAR

	<i>Fall Term</i>	<i>February thru August</i>
Radcliffe	4 half courses (Degree requirements completed)	
M. G. H.		Principles of Nursing; Medicine and Surgery; Materia Medica; Diet Therapy; Social and Health Aspects of Disease; History of Nursing; Professional Adjustments. 10 weeks—Surgical Nursing Assignment. 4 weeks—Therapeutic Diet Kitchen 12 weeks—Medical Nursing Assignment including Out-Patient Department 4 weeks—Vacation

FIFTH YEAR			
	<i>September thru January</i>	<i>February thru May</i>	<i>June thru August</i>
M. G. H.	Professional Adjustments; Nursing in Surgical Specialties — Orthopedics, Urology, Neurology; Mental Nursing—Psychiatry. 8 weeks — Operating Room Assignment. 8 weeks — Orthopedic, Urological, Neurological Assignment. 8 weeks—Psychiatric Assignment.	Affiliation: Boston Lying-In Hospital 3 months — Obstetrical Assignment 4 weeks — Vacation	Professional Adjustments; Nursing of Children, Child Growth and Development. Pediatrics. 12 weeks—Pediatric Assignment including Nursery School.
SIXTH YEAR			
	<i>September thru January</i>		
M. G. H.	Affiliation: Boston Visiting Nurse Association 2 months—Nursing and Health Service in the Family and Community 3 months—Advanced Nursing Problems; Senior Duty Medical and Surgical (Diploma requirements completed)		

APPLICATION AND ADMISSION

Applicants must meet all entrance requirements of Radcliffe College, and must as well satisfy the School of Nursing that they possess the special personal and health qualifications requisite to nursing. All applicants must have a high school diploma and a good school record, and must take the Scholastic Aptitude Test and the three Achievement Tests given by the College Entrance Examination Board. Full details of the entrance requirements and procedures will be found in the Radcliffe College catalogue, which will be sent upon request. Although application for admission must be made to Radcliffe College, a joint Admissions Committee from Radcliffe and the School of Nursing will act upon the applications. Further information about the nursing program may be secured from the School of Nursing.

Application forms for admission to both institutions may be procured by writing to the Committee on Admissions, Radcliffe College. A personal interview both at Radcliffe and at the Massachusetts General Hospital School of Nursing will be required of all applicants living within a reasonable distance of Boston. When possible, arrangements

will be made for applicants from distant sections of the country to have personal interviews with alumnae representatives of both institutions.

TUITION AND FEES

During the college years, the student will pay the regular fees to the College as announced in the Radcliffe College catalogue. Tuition and fees for the School of Nursing amount to a total of approximately \$500.00 for the five and one-half years.

FINANCIAL AID

Four or more scholarships totaling \$2500, given by the trustees of the Massachusetts General Hospital School of Nursing, are available to able freshmen who are accepted for the coordinated program. Candidates for the combined program may also apply for Radcliffe scholarships, which are awarded, normally after the first year, on the basis of need and academic excellence. A limited number of Radcliffe scholarships is, however, available for the freshman class.

Application for scholarships from either the Massachusetts General Hospital or Radcliffe should be made on the form provided by Radcliffe, and sent to the Radcliffe Committee on Undergraduate Scholarships. A joint committee from both institutions will act on the request for scholarships and loans.

The Radcliffe catalogue, application blanks, and information on admission may be secured from the Director of Admissions, Radcliffe College, Cambridge 38, Massachusetts.

The School of Nursing catalogue and information on the nursing program may be secured from the School of Nursing, Massachusetts General Hospital, Boston 14, Massachusetts.

RADCLIFFE COLLEGE

Regulations for Undergraduates and Special Students

1943-44

**EVERY STUDENT IN RADCLIFFE
COLLEGE IS HELD RESPONSIBLE
FOR A KNOWLEDGE OF THESE
REGULATIONS**



REGISTRATION

1. Every student is required to register at the opening of each term at a place to be announced. Registration dates for all incoming Freshmen and new students admitted by transfer from other colleges are as follows:

Summer Term

Thursday, July 1, 9 A.M. to 5 P.M.

Winter Term

Friday, October 29, 9 A.M. to 5 P.M.

Spring Term

Friday, March 3, 9 A.M. to 5 P.M.

Freshmen previously registered in Radcliffe College and upperclassmen, except new transfer students, may register as follows:

Summer Term

Tuesday, July 6, 9 A.M. to 5 P.M.

Winter and Spring Terms

Dates of registration will be announced.

All students registering in Radcliffe College for the first time must file with the Department of Health Education a doctor's certificate of successful vaccination.

Late registration will be allowed only upon

payment of a charge of \$5; the payment of this charge does not preclude further disciplinary action by the Academic Board. In cases of illness, permission to register late may be given only by the Academic Board with the understanding that the student's rate of work in courses for the particular term will be decided on an individual basis. No student will be allowed to register after the fourth Monday of a term.

Each student who expects to continue from one term to the next must hand in, on a card provided for the purpose, a list of all the courses which she expects to take in the next term. The dates on which these study cards must be handed in will be announced during the year.

A student who fails to register or to hand in her list of studies at the time set is required to pay a fine of \$5. Payment of this fine does not preclude disciplinary action by the Dean.

After a study card has been handed in, changes will be allowed only on petition to the Dean. When a change (adding or dropping a course) is allowed on any petition filed later than the third Monday of a term, a \$5 charge must be paid for the change.

A student must notify the Office immediately of any change in her address.

COLLEGE EXERCISES

2. Regular attendance at College exercises is required.

Any student who is absent from a lecture or conference should notify the Dean in writing, stating the classes or exercises missed, the date of absence, and the reason. Excuse slips will be found in the Health Center.

Every Freshman and Sophomore not on the Dean's List and every student under restriction is required to attend her last College ex-

ercise before and her first College exercise after the Christmas recess. Every student under restriction is also required to attend her last College exercise before and her first College exercise after each one-day holiday, and every student in good standing is expected to do so. However, a student in good standing will not necessarily be placed under restriction for cutting before and after one-day holidays, but such cuts will weigh heavily against her if her record becomes unsatisfactory.

Every Junior and Senior not on the Dean's List is expected to attend her last College exercise before and her first College exercise after each holiday and recess, but a Junior or a Senior in good standing will not necessarily be placed under restriction for cutting before or after a recess or a holiday, although such cuts will weigh heavily against her if her record becomes unsatisfactory.

(No student whose absences are excused at the Dean's office is, on that account, relieved from responsibility for the performance of any part of the work in her course required during the period of her absence. The effect of absence upon a grade in a course is in every case determined by the instructor.)

During the Reading Periods, students are expected to be in Cambridge and are subject to the same rules and regulations as during the terms of formal teaching.

3. Any student who at the end of any term has attained an average of B may be placed on the Dean's List for the succeeding term. Students whose names are on the List will, except for registration, be trusted by the Dean with greater responsibility and discretion in the matter of attendance, so far as this does not interfere with the collective interests of the classes or sections to which they belong.

4. A student who neglects any course may, after warning by the instructor or by the Dean, be excluded from the course by the instructor with the approval of the Dean.

5. To obtain full credit in a course, a student must have attended the final examination, except that honors candidates may be given in the term in which they take the General Examination an option between taking an hour examination or other appropriate test in their courses during the term, and taking the final examination. Candidates who fail to receive a grade of C or higher in the optional test must take the final examination. Not all Departments allow the option, and students must consult their tutors as to the rules in their field of concentration.

Individual instructors may not excuse students from final examinations in courses.

The provisional dates of the final examinations are posted on the bulletin board. Students are not allowed to take three courses in the same group. If a student selects two courses from one examination group, the examination in one course will be held in the morning and the other in the afternoon. No special examination will be arranged for any student.

6. A student who has been absent from a final examination, and has satisfied the Dean that her absence was caused by serious illness (reported to the Medical Department by the student or her attending physician before the examination has ended) or by other unavoidable hindrance, is entitled on payment of a \$3 charge to a second and last opportunity of passing the examination.

The make-up examination for the various terms will be given at dates to be announced later.

Application for these examinations should be made in writing by a date to be announced.

For failure to take a make-up examination which has been granted her, a student will be required to pay the \$3 examination charge unless she has notified the office two weeks in advance of the date scheduled for this examination.

7. On petition to the Academic Board by the regular date of application for make-up examinations, a student who fails to complete themes in English Composition courses or laboratory work because of excused absence may be allowed to make up that work at some time prior to the end of the make-up examination period.

8. No student is permitted to take any books or papers into an examination room except by express direction of the instructor. No communication is permitted between students in an examination room on any subject whatever.

9. If a student is tardy at an examination, she may be refused admission and reported as absent.

RESTRICTION

10. An unsatisfactory record in scholarship, conduct, or attendance may cause a student to be placed under restriction.

A student who has failed to meet her requirements will remain under restriction until she has completed a term of satisfactory work.

A student under restriction must attend all of her classes and other college engagements. She is not allowed to hold a scholarship or compete for prizes, honors or distinction, or to take part with students or other persons in any public program or contest or to engage in any

activity which, in the opinion of the Dean, may interfere with her college work.

Written notice will be sent a student and her parent or guardian when she is placed under restriction and when she is restored to regular standing.

PARTICIPATION IN UNDERGRADUATE ACTIVITIES

11. Only by special permission of the Dean may students who are temporarily excused from college work, or who are carrying less than the required number of courses, or who, having failed in their General Examinations, are registered for tutorial instruction only, be allowed to take part in undergraduate activities.

USE OF TUTORING SCHOOLS

12. A student is liable to disciplinary action if she makes use of the services of a commercial tutoring school, unless for very exceptional reasons permission is given by the instructor in charge of the course in which she desires assistance and by the Dean of Radcliffe College.

SALE OF NOTES OR PRIVATE TUTORING

13. No student shall sell lecture or reading notes, or translations, or be employed by a tutoring school. No student may accept compensation for private tutoring without the written permission of the Dean of Radcliffe College. A student who violates these rules will be liable to the severance of her connection with the College.

REQUIREMENTS FOR STATUS AND PROMOTION

14. The standing of every student in each of her courses is expressed by one of five grades, A, B, C, D, E. A and B are honor grades; C is passing; D is passing but unsatisfactory; E is failure.

Unless a different requirement is voted in her particular case by the Academic Board, a student must have satisfied the following requirements.

	Total No. of Courses Passed	No. of C's or Higher
For Sophomore status	4	3
For Junior status	8	6
For Senior status	12	9

Except for students in Senior status, the requirements for a satisfactory record in each term are passing grades in four half-courses with grades of C or higher in three, irrespective of the number of credits a student may have accumulated in previous terms. Students will be promoted at the end of any term upon the basis of the total credits they have accumulated.

Students who have transferred from another college must, in order to receive maximum credit for work completed before entering Radcliffe, pass during their first two terms of residence not less than *four* courses, with grades of C or higher in *three* of them.

A student who has failed at the end of any term to meet her requirements will become liable to disciplinary action.

REQUIREMENTS FOR GOOD STANDING

15. To remain in good standing, a student must maintain a satisfactory standard of conduct, must attend college engagements regular-

ly, and must meet all her other obligations to the College. In addition, she must satisfy the formal requirements mentioned on the following pages:

A. Requirements in Courses

16. In order to remain in good standing so far as grades in courses are concerned, every student is expected to maintain at all times a satisfactory record. Failure to maintain this record may cause disciplinary action to be taken by the Academic Board at any time.

17. A student who has failed to meet the requirements of §14 and §15 will ordinarily be placed under restriction.

18. The Academic Board may sever the connection with Radcliffe College of any student who at any return of grades fails to pass in at least *three* courses with a grade of *C* or higher in at least *one* of them.

Any student who falls below grade in scholarship or who for any reason in the judgment of the Academic Board or the President and Dean is felt not to be a desirable member of the student body may be dismissed without specific charges.

B. Requirements for Rate of Work

19. Every Freshman is required to take *four courses* in addition to Physical Education. She may, however, take five courses in any year but not more than five.

With the exception of Seniors preparing for General Examinations, each student in Radcliffe College is required to take, in accordance with the rules for concentration and distribution, *four* half-courses in each term. Without permission from the Academic Board, she shall not work at a rate of less than four half-courses in any term, and, if her record is deficient, she must take such additional studies as may be required, but no student may count

more than five half-courses in any term toward the degree.

Seniors preparing for General Examinations need not take or pass in four half-courses if a smaller number will complete the total required for the degree. They must, however, take and pass in at least two half-courses. Whether the requisite number is two or more than two, all must be passed, with grades of *C* or higher in at least two half-courses.

Seniors not preparing for General Examinations must pass in not less than four half-courses, with grades of *C* or higher in at least two of them, and may not work at less than the four-course rate in any term without permission of the Academic Board.

C. Language Requirements

For the degree of A.B. three years of school Latin (or two of school and one of College Latin) or two years of school Greek are required. If, after admission to College, a candidate for the degree of Bachelor of Science (which requires neither Latin nor Greek) wishes to become a candidate for the degree of Bachelor of Arts, he may do so by

- (1) Securing a grade of *A* or *B* in the first term of Latin *A*; or
- (2) Securing a final grade of *C* in the second term of Latin *A* or in a higher Latin course; or
- (3) Securing a satisfactory first-term grade in Greek *A*; or
- (4) By passing an examination to test a reading knowledge of Latin or Greek.

The special two-hour examination in Latin or Greek will be held once in each term of the academic year. Application to take this examination should be made to the Registrar's

Office not later than the opening day of any term.

Candidates for the degree of A.B. or S.B. are required to show a reading knowledge of one of the following languages: French, German, Ancient Greek, Latin, Italian, Russian, Spanish, Chinese, Japanese, or Arabic.

Those who have not had the requisite training in school may begin the language in College. Also, it should be borne in mind that choice of the language is affected by the later field in which the student proposes to concentrate. In many cases, this prescription represents a minimum; students will often find in their later work that an acquaintance with foreign languages, both ancient and modern, beyond the minimum requirement is highly desirable and in some cases necessary. Candidates for Honors in English and in the Romance Languages, for example, are required to have a knowledge of Latin or Greek at least equivalent to that described above as required for candidacy for the A.B. degree. Attention is also called to the fact that candidates for graduate degrees are often required to have a knowledge of both French and German.

The reading requirements in French, German, Latin, or Spanish may be met in accordance with the following rules:

- (1) By a grade of 594 or better in the appropriate section of the College Entrance Board Achievement Test taken for admission to the Freshman Class or by passing a placement test taken before the end of the fourth term in College.
- (2) By passing with a grade of C or better the second half of a course higher than French A, German A, or Latin G. In Spanish, by passing with a grade of C

or better one of the following courses:
Spanish 2*b*, 4*b*, 5*b*, 6, 8, 9, or 10.

- (3) By passing in the appropriate subject a special two-hour translation examination—to be held once in each term at a date to be announced.

In Greek and Italian, by passing either a two-hour translation examination, or by passing with a final grade of C or better the following courses: the second half of a course higher than Greek G, or one of the following Italian courses: 2*b*, 4, 5*b*, or 10*b*.

Rules for fulfilling the requirement in the other four languages are as follows:

Russian: An adequate reading knowledge of Russian will be taken to signify a capacity to translate correctly passages of average difficulty from any classic Russian prose author (e.g., Turgenev, Tolstoi, Dostoyevski, Chekhov, Gorki), or from any Russian historian of recognized merit (e.g., Solovyov, Klyuchevski, Platonov). This knowledge will be tested by a two-hour written examination.

Chinese: (1) By passing with a final grade of B or higher the course Chinese 3*b*; or (2) By passing a special two-hour examination in written Chinese which will test the student's ability to handle anything written between 400 B.C. and the present.

Japanese: The student must have satisfied the equivalent of the course called Japanese 3, either by passing this course in College with a grade of B or higher or by passing a special two-hour examination. This means a knowledge of at least 2000 Chinese characters and the ability to read modern periodicals with the use of a dictionary.

Arabic: An adequate reading knowledge of Arabic will be taken to signify a capacity, dem-

onstrated by a two-hour examination, to translate correctly passages from the works of medieval historians, geographers, biographers, and travellers, or from modern newspapers, journals, and reviews.

A student who has not met the language requirement by the end of her fifth term in Radcliffe College is placed on probation. A student who wishes to use for this requirement a knowledge of one of these languages acquired elsewhere must demonstrate her knowledge by one of the methods outlined above.

D. Prescribed English

21. A student for whom English A is prescribed, who, at the end of her fourth term, has failed to remove the prescription in English, is ordinarily placed under restriction.

E. Prescribed Physical Education

22. A student who, at the end of her fourth term at Radcliffe, has without adequate excuse, failed to satisfy the requirement in prescribed Physical Education is ordinarily placed under restriction.

REQUIREMENTS FOR BACHELOR'S DEGREE

23. For candidates who are in fields of concentration requiring General Examinations, the course requirements for the degree are 15 courses, with grades of C or higher in 11, *whether or not* English A* is prescribed.

For candidates who are concentrating in Chemistry and Physics or in any field which does not require a general examination, the course requirements for the degree are 16

*Students who receive grade D in English A must take further work in English composition as prescribed by the Committee on the Use of English. Such special work will not be counted as a course for the degree.

courses, with grades of C or higher in 11, *whether or not* English A is prescribed.

The candidate must have fulfilled the requirements for concentration and distribution, and must have passed the General Examinations if this is required in the field of her concentration. She must, moreover, have passed the prescribed two-year course in Physical Education, and must have satisfied the language requirements as stated in § 19.

A student who intends to complete the requirements for the degree at the end of any term must file notice to this effect at the Office of the Registrar.

A student may shorten the requisite period of residence and study by securing credit for work satisfactorily performed at another college, but no student will be recommended for the degree of Bachelor of Arts until she has completed at least two terms of residence and study as a candidate for that degree; and no student regularly admitted to the Freshman Class will be recommended for the degree until she has completed at least six terms of residence and study. In every case the final work in completion of the requirements for the degree must be done in residence at Radcliffe College.

A student admitted to advanced standing must complete the requirements of the remainder of her course under such conditions as may be imposed at the time of her admission.

Any student who has not complied with the requirements for a degree before the end of her college course may be recommended for a degree in a subsequent year, when she has made up all deficiencies in her record.

Bachelor of Arts with Honors

For the requirements for a degree with honors, consult the special departmental pamphlets.

Candidates for the degree with honors in those departments or fields in which a General Final Examination is required for the degree, who by their work in courses and with their tutors during their first two years have given the Dean reason to believe that they have the ability and the will to secure the degree with honors may, upon the recommendation of their respective Departments and with the approval of the Academic Board, be excused from two of the courses usually required and be allowed to work at the rate of three courses in their Junior year and, if their record for the Junior year warrants it, at the rate of two courses in their Senior year. No student, however, shall during her final year, or in either half of it, work at less than the two-course rate. The privilege just described will be granted only on the recommendation of the division, department, or committee under which the candidate is concentrating, and then only to enable the candidate to do additional work under the direction of her tutor; but the tutor may require the student to attend any lectures or courses that he thinks advisable. Any candidate enjoying this privilege whose tutor reports, during any half-year, that she is not using her time profitably, shall be required to take the usual number of courses thereafter. One of the two courses from which the student may be excused shall be taken from the number usually required for concentration in her subject or field.

ROOMS AND BOARDING PLACES

24. All arrangements for boarding and lodging, for undergraduates, are subject to the approval of the Dean. No arrangements for boarding and lodging are permitted without her consent.

No student shall change her lodging without giving immediate notice *in writing* to the Reg-

istrar, and such notice shall designate the house to which she has moved.

RADCLIFFE LIBRARY

25. A Handbook of the Library is available for every Radcliffe student and every student is held responsible for a knowledge of the rules of the Library as printed in the Handbook.

PETITIONS

26. Every formal request from a student to the President, the Dean, the Academic Board, or a department or committee should be made in writing. Printed forms must be used in the cases for which they are provided. They may be obtained at the Office of the Dean.

FINES

27. Fines are imposed upon students for failure to observe various college rules. A fine is imposed for each of the following offences:

1. Failure to hand in the required study card at the time announced.

2. Failure to hand in the required list of studies for the following term on the date announced.

3. A student who fails to settle any indebtedness to the College by the day set is deprived of all privileges of the College until reinstated. Reinstatement can be procured only by consent of the Dean after the payment of all indebtedness and a reinstatement fee of \$5.

4. Changing the courses on the study card after the last date set for such changes.

WOMEN IN HARVARD MEDICAL PROSPECT

Harvard is moving to admit to its Medical School women students, rigorously excluded since the school became a part of the ancient university 162 years ago.

Members of the seven-man Harvard Corporation admitted yesterday that this group, one of the two governing bodies of the university, had voted recently in favor of admitting women, thereby reversing a position it took less than a year ago. The other governing body, the board of overseers, with 35 members, will consider the proposal at a meeting Sept. 25.

The overseers, it was predicted, would follow the recommendations of the Corporation, making official the removal of the ban against women at the Medical School. Several Harvard graduate divisions, including the School of Education and the School of Public Health, already admit women students.

The move to broaden the base of enrollment in the Medical School and bring the institution into line with leading medical schools throughout the country was initiated by the faculty of the medical school. Last year this group in the proportion of 6 to 1, voted for the admission of women but the Corporation turned down the request.

This year the Medical school fac-

ulty renewed its demand with an even heavier vote, and the Corporation reversed its stand.

One member of the Corporation, who declined to be quoted by name, said he believed the proposed change would make little difference to the Medical School.

"I believe that no large number of women will apply for admission," he said. "We may have five or six applicants a year, perhaps."

Officials of the university pointed out last night that, whatever the action of the overseers, there was no possibility of applications from women students being accepted for the fall term which opens Oct. 2. The regulations of the school demand that application be made 10 months before the student is to be admitted. This would mean that the earliest possible date for women to enter would be the fall term of 1945.

The Conant Report

It is clear from President Conant's annual report that Harvard will have a martial aspect for five or six years after the war. Perhaps, indeed, the university's novel experience will result in permanent changes.

During the transition period, Mr. Conant writes, "a total of 44 to 48 weeks of instruction may be provided." Students who are accustomed to 15 or 20 hours will take notice of that! Tasks may be assigned to Harvard for which it is not fitted—vocational training, for example. The state and the nation will speak to the academy with more authority than usual, as they will be paying the bills, Washington especially. The student body will consist largely of ex-servicemen. And Harvard will presumably be lumped by the government with other institutions, larger and smaller, which differ greatly from it in methods and purposes.

That the graduate schools and the colleges can survive an interregnum of novelities and then carry on in the traditional atmosphere of calmness and serenity seems questionable. The chances are that this large-scale, compulsory experiment will have various by-products which the president and the governing board have not even glimpsed. "Normalcy" in Cambridge may not be attainable hereafter and some phases of it may not be considered desirable by 1949 or 1950.

As Uncle Sam will finance the formal education of his discharged veterans, presumably he will not delegate important duties to the co-operating states. That possibility is causing President Conant much anxiety. Obviously a far-off administration of local affairs has many serious drawbacks, but it is the practice of the federal government when it underwrites a project to supervise it sharply. Probably Harvard and the other institutions will have to acquiesce in such shepherding. If, as President Conant recommends, an administrator should be "appointed within the United States Office of Education" the voice of authority "promulgating rules and regulations" arbitrarily would still come from Washington. Many persons may argue that for a short period as much educational wisdom can emanate from Washington as from the capitals of various states in the West and South.

As Harvard University seems to be getting ready to accept women as regular students in its Medical School, how long can Harvard College and the Harvard Law School defend their masculine bastions? Will Yale, Dartmouth and the smaller institutions choose or be able to remain non-coeducational? The barriers have been removed in so many places that perhaps women will ultimately be admitted everywhere to all departments of universities. The Radcliffe annex may be integrated with the college and Dana Hall may welcome dames.

The trend which began long ago is stronger today and not mainly because of the equal rights amendment and the war. The coeducational "experiment" has been successful almost everywhere, including Cambridge. There the Radcliffe students now attend Harvard College, and the Harvard graduate schools of education and public health do not seem to have lost their standing and stamina since they began to enroll women.

In the case of the Harvard Medical School, it is common knowledge that there has been a sharp difference of opinion between its faculty and the syndics of the university. The specialists have strongly favored the admission of women. The Corporation, whose members are assumed to have a broader outlook and to exercise the functions of educational statesmen, has not seen fit until the present to accept the judgment of the experts. The consent of the Overseers will be necessary before the school places chairs on the distaff side of the academic hearth, but the seats seem to have been fabricated and presumably the Overseers will clear the space for the ladies.

little as possible. Bake in greased muffin tins in a 400 degree oven until done and brown. Makes 24 medium muffins.

ORANGE CAKE

- ¾ cup butter or margarine
- 1½ cups sugar
- 3 egg yolks
- 2¼ cups flour
- ½ teaspoon salt
- 3½ teaspoons baking powder
- ¾ cup cold water
- ¾ cup orange juice
- 1 tablespoon grated orange rind
- 3 egg whites

Cream the fat thoroughly, add the sugar and cream well together. Add the well-beaten egg yolks and mix thoroughly. Sift flour, measure and sift again with the salt and baking powder. Mix the water and orange juice and add alternately with the sifted ingredients. Beat well, then add the stiffly beaten egg whites, folding them in very carefully. Bake in two paper lined cake tins at 350 degrees for about 30 minutes.

MAYONNAISE

- 1 egg yolk
- 1 teaspoon salt
- 1 teaspoon dry mustard
- ¼ teaspoon sugar
- ¼ teaspoon paprika
- Pinch of cayenne
- 2 tablespoons lemon juice or wine vinegar
- 1 cup salad oil (about)
- ¼ cup finely chopped chives

Beat egg yolk with rotary beater until it is thick and Mix the seasonings with the yolk, beating well.



ing home...from play
COOKIES
ternoon snack!

arge Inn Assortment handy for the
os. They're pure and delicious —
e of children and grown-ups alike.
ng these nutritious assorted cookies

identify her. The family went back home and returned the next day. They found the lost tooth. I don't know how the man did it. His attitude was business-like: He was going to find his little girl or else! I fitted in the tooth. It set all right in either hole but still, it didn't prove identity. I was going over the mouth the next morning to take notes for the files and in the back of the little girl's mouth, I found a tooth, the one that made the second hold. The family came back again. It was a terrible thing." **ONE SMALL BOY** had scratched

Watchful Care In Cases of To

By DR. IRVING

While we do not know the exact cause of the outlaw tendencies which may be exhibited by the thyroid, we assume that the starter is a deficiency of some sort. This explains why, in many parts of the country, table salt is fortified with a tiny fraction of iodine. This element, which is the basic chemical utilized by the gland in forming its secretion, is missing from the soil in certain areas. Hence vegetables grown in such neighborhoods cannot supply it.

When the thyroid goes on a ram



So gay and cri
a striped cham
and a checked
predominating.

SPORTS SHOP

"PICK-UP"
FOR TIRED
EYES!

E" AT OUR

Shop

Herb

es! So many
nations! We
pyous look at

Beautiful eyes
bright . . . wi
or strain. Your
but . . . NEVER
tired you are!

RTH FLOOR

HERB FARM S

ALLEGHENY—Enrollment

The faculty of Allegheny College has decided to permit veterans to enroll on Monday during the college year, provided suitable programs can be arranged for them. A course entered at an irregular time may be taken for full credit if it is properly supplemented by additional reading and tutorial conferences, or by intensive laboratory work.

UNION—Service Men

Continuing discharges from the armed forces have swelled to eighty-six the number of veterans who have entered Union College, Schenectady, N. Y., for the winter term. Of the total, twenty entered as freshmen, twenty-two transferred from other colleges and forty-four former students have returned.

RADCLIFFE—Nursing

A new program offering for the first time an opportunity to combine a complete liberal arts education leading to a bachelor's degree with professional education in nursing will be available to selected young women at Radcliffe College, beginning in September, 1946. The course will be given in cooperation with the Massachusetts General Hospital School of Nursing.

ATLANTA—Negro Survey

The results of an analytical investigation into businesses owned and oper-

KANSAS—Trailer Homes

Approval has been granted by Kansas State Board of Regents for leasing of 100 trailers to house married veterans who are students at Kansas State College. The trailers are expected to be ready for occupancy when the next semester starts in January. They will be leased from the Federal Government and will be rented to the former service men at cost.

NURSING—Enrollment

Increased recognition during the war of the need for nurses and for good professional standards in the nursing profession has prompted the Federal Government to appropriate \$176,422,295 for nursing education during the last four years. Between 1941 and 1945 the enrollment in schools of nursing increased from 87,588 to 126,576, a rise of 45 per cent. During this period the number of schools offering undergraduate programs leading to a bachelor's degree or diploma in nursing increased from seventy-six to 138.

NEW SCHOOL—Choices

Veterans seeking an education prefer "adult" classes and courses that throw light on pressing contemporary problems, a brief study of student enrollment at the New School for Social Research has revealed. Nearly 300 former service men have registered for an average of three full semester courses each, in the fields of sociology, economics, politics, international relations, literature, psychology, philosophy, writing, public relations, art and music.

TIRE RES!

Experience!

bor, B. F. Goodrich
synthetic rubber to
was 3 years ahead
urer . . . 3 years in
piling up the extra
ed in the coming
n. Soon these new
duced in large vol-
dealers, but supplies
e a while. So take
u have. And in the
y kind of tire prob-
F. Goodrich dealer.
ny, Akron, Ohio.

Co. Network.

RUBBER

Argo Lam
Art Lamp
The Art M
Art Spec
Arton Studios
B & W Lamp Co.
Benjamin Elec. Mfg. Co.
Bent Glass Works, Inc.
The Boyer-Campbell Co.
Bright Light Reflector Co., Inc.
Brite-Lite Co.
Edwd. F. Caldwell & Co., Inc.
Calpa Products Co.
Camfield Mfg. Co.
Churchill Products Co.
Clover Lamp Co.
Consolidated Colonial Premier Co.
Contract Metal Products, Inc.
Crescent Metal Products Co.
The Crest Co.
Curtis Lighting, Inc.
DayBrite Lighting, Inc.
Eastern Fixture Co.

The Foster
Frankart, Inc.
The Frink Co.
Garden City
General Day-L
General Electron
General Lamps
Gill Glass & Fixtu
Globe Ltg. Product
Goodlite Co.
Greenly Lamp and
Gruber Brothers
The Edwin F. Guth
HOLDENline Co.
Holophane Co., Inc.
Imperial Lamp & Sh
Industrial Studio, Inc.
Wm. F. B. Johnson
The Jones Metal Pro
Kahn Mfg., Inc.

Exhibition hours are: Mon., 2 p.m. to 6 p.m.
of an exhibitor or by professional or bu

LAMP GENERAL

*G-E Lamp Research is constantly
Electric does not make lighting fi
available a wide variety of e*

SCHOOLS OF NURSING CONNECTED WITH COLLEGES AND UNIVERSITIES OFFERING
AN UNDERGRADUATE PROGRAM LEADING TO BOTH A DIPLOMA IN NURSING AND A DEGREE

(This list has been compiled by the National League of Nursing Education from information provided by the schools. The League has not, however, evaluated the programs of these schools.)

<u>School of Nursing</u>	<u>College or University</u>	<u>City</u>	<u>Hospital</u>	<u>City</u>
<u>Alabama</u>				
Baptist	Alabama Polytechnic Institute	Auburn	Baptist	Birmingham
Students spend 3 years at	Alabama Polytechnic Institute	followed by 2 years in the school of nursing.		
<u>California</u>				
Stanford	Stanford University	Stanford University	Stanford University Hospitals	San Francisco
Students must have completed either 2 years of college work at Stanford University or its equivalent, followed by 3 years in the school of nursing.				
University of California	University of California	Berkeley	University of California	San Francisco
Students must have completed either 2 years of college work at the University of California or at some junior college offering the required subjects, followed by 3 years in the school of nursing.				
<u>Colorado</u>				
University of Colorado	University of Colorado	Denver	Colorado General and Colorado Psychopathic Hospitals	Denver
Students must have completed 2 years of college work in a college approved by a recognized accrediting agency, followed by 3 years in the school of nursing.				
<u>District of Columbia</u>				
Providence Division of School of Nursing Education - Catholic University	Catholic University of America	Washington	Providence	Washington
Students spend 2 years at	Catholic University	followed by 2½ years at	Providence Hospital.	
<u>Florida</u>				
Florida Agricultural and Mechanical College (For negro students)	Florida Agricultural and Mechanical College	Tallahassee	Florida Agricultural and Mechanical College	Tallahassee

School of Nursing

College or University

City

Hospital

City

Illinois

Brokaw

Students spent 2 years at Illinois Wesleyan followed by 3 years in the school of nursing.

Illinois Wesleyan

Bloomington

Brokaw

Normal

Evanston

Students spend 2 years at Northwestern University followed by 3 years in the school of nursing.

Northwestern University

Evanston

Evanston

Evanston

Lutheran

Students spend 2 years at Augustana College followed by 3 years in the school of nursing.

Augustana College

Rock Island

Lutheran

Moline

Mercy

Students spend 1 year at St. Xavier College followed by 3 years in the school of nursing.

St. Xavier College

Chicago

Mercy

Chicago

St. Francis

Students spend 2 years at Bradley Polytechnic Institute either preceding or following 3 years in the school of nursing.

Bradley Polytechnic Institute

Peoria

St. Francis

Peoria

Indiana

Ball Memorial

Students spend 18 months at Ball State Teachers College followed by 27 months in the school of nursing and return to the college for the last 9 months.

Ball State Teachers College

Muncie

Ball Memorial

Muncie

Indiana University

Students spend 3 years in the College of Arts and Sciences of Indiana University and 28 months in the school of nursing.

Indiana University

Bloomington

Indiana University Hospitals

Indianapolis

Methodist Episcopal

Students spend 3 years at De Pauw University or at Taylor University followed by 28 months in the school of nursing.

(De Pauw University
(Taylor University

(Greencastle
(Upland

Methodist Episcopal

Indianapolis

St. Mary's College

Students spend 2 years at St. Mary's College followed by 3 years at the hospital.

St. Mary's College

Holy Cross

Mt. Carmel

Columbus, Ohio

School of Nursing

College or University

City

Hospital

City

Iowa

Iowa Methodist

Drake University

Des Moines

Iowa Methodist

Des Moines

Students spend 2 years in the College of Education or Liberal Arts of Drake University followed by 3 years in the school of nursing.

Methodist

Morningside College

Sioux City

Methodist

Sioux City

Students spend 2 years at Morningside College followed by 3 years in the school of nursing.

St. Joseph Mercy

Trinity College

Sioux City

St. Joseph Mercy

Sioux City

Students spend 2 years at Trinity College followed by 3 years in the school of nursing.

St. Luke's Methodist

Coe College

Cedar Rapids

St. Luke's Methodist

Cedar Rapids

Students spend 2 years at Coe College followed by 3 years in the school of nursing.

State University of Iowa

State University of Iowa

Iowa City

University Hospital

Iowa City

Students spend 3 years at the State University of Iowa followed by 2 years at the hospital.

Kansas

Christ's

Washburn College

Topeka

Christ's

Topeka

Students spend the first 2 years at Washburn College, the next 2 years in the school of nursing, followed by a fifth year at both the college and the school of nursing.

Providence

Saint Mary College

Leavenworth

Providence

Kansas City

Students spend the first year at Saint Mary College, the next 2½ years in the school of nursing, and return to the college for the last 1½ years.

St. Francis

(University of Wichita

(Wichita

St. Francis

Wichita

(Marymount College

(Salina

Students spend 3 years at the University of Wichita followed by 2 years in the school of nursing, or 3 years at Marymount College followed by 30 months in the school of nursing.

University of Kansas

(University of Kansas

(Lawrence

University of Kansas

Kansas City

(Kansas State College

(Manhattan

Students must have 94 hours of prescribed college work either at the University of Kansas or Kansas State College followed by 2½ years at the school of nursing.

School of Nursing

College or University

City

Hospital

City

Louisiana

Charity

Louisiana State University

Baton Rouge

Charity

New Orleans

Students spend 3 years in the school of nursing and 2 years at Louisiana State University.

Maine

Eastern Maine General

University of Maine

Orono

Eastern Maine General

Bangor

Students spend first 2 years at the University of Maine followed by an integrated program during next 3 years spent partly at the University and partly in the school of nursing.

Maryland

University of Maryland

University of Maryland

College Park

University of Maryland

Baltimore

Students spend 2 years in the College of Arts and Sciences of the University of Maryland followed by 3 years in the school of nursing.

Massachusetts

Simmons College

Simmons College

Boston

(Children's

(Boston

(Boston Lying-in

(Boston

(Massachusetts General

(Boston

(McLean

(Boston

(Peter Bent Brigham

(Boston

Students spend the first 2½ years at Simmons College, followed by 2 years of hospital experience, and return to college for the last half year.

Michigan

Edward W. Sparrow

Michigan State College

East Lansing

Edward W. Sparrow

Lansing

Students spend 4 years in an integrated program at both the school of nursing and at Michigan State College and 1 year entirely at the school of nursing.

Henry Ford

Wayne University

Detroit

Henry Ford

Detroit

Students spend 2 years in the College of Liberal Arts of Wayne University followed by 3 years in the school of nursing.

in the school of nursing.

Henry Ford

Students spend 3 years in the College of Liberal Arts of Wayne University followed by 3 years

Detroit

State College and 1 year entirely at the school of nursing.

Edward W. Sparrow

Michigan State College

East Lansing Edward W. Sparrow

Lansing

Michigan

experience, and return to college for the last half year.

Students spend the first 2 1/2 years at Simmons College, followed by 2 years of hospital

(Peter Bent Brigham
Hospital)

(Boston)

(Massachusetts General

(Boston)

(Boston Irving-in

(Boston)

(Children's

(Boston)

Simmons College

Simmons College

Boston

Massachusetts

followed by 3 years in the school of nursing.

Students spend 3 years in the College of Arts and Sciences of the University of Maryland

Baltimore

Maryland

during next 3 years spent partly at the University and partly in the school of nursing.

Eastern Maine General

University of Maine

Orono

Eastern Maine General

Bangor

Maine

Students spend 3 years in the school of nursing and 2 years at Louisiana State University.

Charity

Louisiana State
University

Baton Rouge

Charity

New Orleans

Louisiana

School of Nursing

College of University

City

Hospital

City

<u>School of Nursing</u>	<u>College or University</u>	<u>City</u>	<u>Hospital</u>	<u>City</u>
--------------------------	------------------------------	-------------	-----------------	-------------

Michigan (Cont'd)

St. Camillus	Nazareth College	Nazareth	Borgess	Kalamazoo
Students spend 2 years at Nazareth College either preceding or following 3 years in the school of nursing.				

University of Michigan	University of Michigan	Ann Arbor	University of Michigan	Ann Arbor
Students spend 3 years in the College of Literature, Science, and Arts of the University of Michigan followed by 2 years in the school of nursing.				

Minnesota

St. Mary's	College of St. Scholastica	Duluth	St. Mary's	Duluth
Students spend 2 years at the College of St. Scholastica, followed by 3 years in the school of nursing.				

St. Mary's	College of Saint Teresa	Winona	St. Mary's	Rochester
Students spend 2 years at the College of Saint Teresa followed by 2½ years in the school of nursing, returning to the college for 1 year.				

University of Minnesota	University of Minnesota	Minneapolis	(University of Minneapolis General (Charles T. Miller (St. Paul
-------------------------	-------------------------	-------------	---

Students spend 1½ years at the College of Science, Literature, and Arts of the University of Minnesota, or other recognized college or university, followed by 2½ years in the school of nursing, returning to the College of Education of the University for 1 year.

Missouri

Research	University of Kansas City	Kansas City	Research	Kansas City
Students spend the first 2 years at the University, the next 2 years at the school of nursing, and a fifth year at the University.				

St. Louis University	St. Louis University	St. Louis	(St. Mary's (St. Louis (Firmen Desloge (Mt. St. Rose Sanitarium (St. Louis
----------------------	----------------------	-----------	--

Students must ordinarily have 2 years of collegiate study before entering the 3-year professional course. If only 1 year of college work has been taken prior to the professional program, a second year of academic studies must be completed after the professional work.

<u>School of Nursing</u>	<u>College or University</u>	<u>City</u>	<u>Hospital</u>	<u>City</u>
<u>Missouri (Cont'd)</u>				
Washington University	Washington University	St. Louis	(Barnes St. Louis Children's St. Louis Maternity)	(St. Louis St. Louis St. Louis)
Students spend 2 years in the College of Liberal Arts of Washington University or in any accredited college or university, followed by 3 years in the school of nursing.				

<u>Montana</u>				
Consolidated Deaconess - Bozeman Unit	Montana State College	Bozeman	Bozeman Deaconess	Bozeman
Students spend 2 years at Montana State College followed by 3 years in the school of nursing.				
Consolidated Deaconess - Great Falls Unit	Montana State College	Bozeman	Montana Deaconess	Great Falls
Students spend 2 years at Montana State College followed by 3 years in the school of nursing.				

<u>Nebraska</u>				
Bryan Memorial	Nebraska Wesleyan University	Lincoln	Bryan Memorial	Lincoln
Students spend 2 years in the College of Liberal Arts of Nebraska Wesleyan University followed by 3 years in the school of nursing.				
Creighton Memorial St. Joseph's	Creighton University	Omaha	Creighton Memorial St. Joseph's	Omaha
Students spend 2 years at Creighton University either preceding or following 3 years in the school of nursing.				
Mary Lanning Memorial	Hastings College	Hastings	Mary Lanning Memorial	Hastings
Students spend 2 years at Hastings College followed by 3 years in the school of nursing.				
University of Nebraska	University of Nebraska	Lincoln	University of Nebraska	Omaha
Students spend 2 years in the College of Arts and Sciences followed by 3 years in the school of nursing.				

School of Nursing

College or University

City

Hospital

City

New Jersey

Jersey City Medical Center

New Jersey State Teachers' College

Jersey City Medical Center

Jersey City

Students spend 3½ years in an integrated program at both the school of nursing and at New Jersey State Teachers' College, followed by a year at the school of nursing.

New York

Arnot-Ogden Memorial

Elmira College

Elmira

Arnot-Ogden Memorial

Elmira

Students spent 1 year at Elmira College followed by 4 years in an integrated program at both the school of nursing and the college.

College of St. Rose

College of St. Rose

Albany

St. Mary's

Amsterdam

Students spend 2 years at the College of St. Rose followed by 2 years in the school of nursing.

Presbyterian Hospital School

College of Physicians and Surgeons, Columbia University

New York

Columbia Presbyterian Medical Center

New York

Students having credit for 2 or more years of college work acceptable for transfer to Columbia University may receive a B.S. degree from Columbia University upon completion of the 3-year basic course in the Department of Nursing of the College of Physicians and Surgeons.

Russell Sage College

Russell Sage College

Troy

Albany

Albany

Students spend 1 year at Russell Sage College followed by 3 years at the hospital.

Skidmore College, Department of Nursing

Skidmore College

Saratoga

Mary McClellan

Cambridge

Students spend 2 years at Skidmore College followed by 2½ years in the school of nursing, and return to the college for the last semester.

University of Rochester

University of Rochester

Rochester

Strong Memorial

Rochester

Students spend 3 years at the College of Arts and Science of the University of Rochester followed by 2 years in the school of nursing.

North Carolina

Duke University

Duke University

Durham

Duke

Durham

Students having had 2 years of acceptable college work in an accredited college or university may receive a B.S. degree from Duke University upon completion of 3 years in the school of nursing.

School of Nursing

College or University

City

Hospital

City

North Carolina (Cont'd)

Presbyterian	Queens-Chicora College	Charlotte	Presbyterian	Charlotte
Students spend 2 years at	Queens-Chicora College	followed by 3 years in the school of nursing,		
and return to the college for the final year.				

Ohio

Good Samaritan

College of Mount St. Joseph-on-the-Ohio	Mount St. Joseph	Good Samaritan	Cincinnati
Students spend 2 years at the College of Mount St. Joseph-on-the-Ohio, followed by 2½ years in the school of nursing, and return to the college for the last semester.			

Good Samaritan

College of Mount St. Joseph-on-the-Ohio	Mount St. Joseph	Good Samaritan	Dayton
Students spend 2 years at the College of Mount St. Joseph-on-the-Ohio, followed by 2½ years in the school of nursing, and return to the college for the last 6 months.			

Ohio State University

Ohio State University	Columbus	Starling Loving	Columbus
Students spend 1 year at Ohio State University followed by 30 months at the hospital.			

St. Elizabeth

University of Dayton	Dayton	St. Elizabeth	Dayton
Students spend 2 years at the University of Dayton either preceding or following 3 years in the school of nursing.			

St. Luke's

(Allegheny College)	(Meadville, Pa.	St. Luke's	Cleveland
(Baldwin-Wallace College)	(Berea)		
(Fenn College)	(Cleveland)		
(Ohio Northern University)	(Ada)		
Students spend 2 years at Allegheny College, Baldwin-Wallace College, Fenn College, or Ohio Northern University, followed by 27½ months in the school of nursing.			

Toledo

University of Toledo	Toledo	Toledo	Toledo
Students have 94 semester hours of college work and three years of the basic program in nursing.			
The course is organized according to the Antioch plan, intermixing theory and practice throughout the 5 years.			

University of Cincinnati	University of Cincinnati	Cincinnati	Cincinnati General	Cincinnati
School of Nursing and Health				
Students spend 4 years in an integrated program at both the university and at the hospital.				

Students spend 4 years in an integrated program at both the university and at the hospital.
 University of Cincinnati School of Nursing and Health Cincinnati Cincinnati

the 2 years.

The course is organized according to the Antioch plan, intermixing theory and practice throughout.
 Students have 24 semester hours of college work and three years of the basic program in nursing.
 Toledo University of Toledo Toledo

Students spend 2 years at Allegheny College, Baldwin-Wallace College, Penn College, or Ohio Northern University, followed by 24 months in the school of nursing.

St. Luke's
 (Ohio Northern University)
 (Penn College)
 (Baldwin-Wallace College)
 (Allegheny College)
 (Ada)
 (Cleveland)
 (Bates)
 (Meadville, Pa.)
 St. Elizabeth
 Dayton
 St. Elizabeth
 Dayton
 Cleveland

Students spend 2 years at the University of Dayton either preceding or following 2 years in the school of nursing.

Ohio State University
 Ohio State University followed by 30 months at the hospital.
 Columbus
 Sterling Loving
 Columbus

Students spend 2 years at the College of Mount St. Joseph-on-the-Ohio, followed by 2 years in the school of nursing, and return to the college for the last 6 months.

Good Samaritan
 College of Mount St. Joseph
 Mount St.
 Good Samaritan
 Dayton

Students spend 2 years at the College of Mount St. Joseph-on-the-Ohio, followed by 2 years in the school of nursing, and return to the college for the last semester.

Good Samaritan
 College of Mount St. Joseph
 Mount St.
 Good Samaritan
 Cincinnati

Ohio

Students spend 2 years at Queens-Chicago College followed by 2 years in the school of nursing, and return to the college for the final year.
 Presbyterian
 Queens-Chicago College
 Charlotte
 Presbyterian
 Charlotte

North Carolina (Cont'd)

School of Nursing
 College of University
 City
 Hospital
 City

School of Nursing

College or University

City

Hospital

City

Ohio (Cont'd)

White Cross

(Ohio Wesleyan University
(Capital University

(Delaware
(Columbus

White Cross

Columbus

Students spend 3 years at either Ohio Wesleyan University or at Capital University followed by 28 months in the school of nursing.

Oregon

University of Oregon
Medical School, Dept.
of Nursing Education

University of Oregon
Medical School

Portland

(Doernbecher Memorial
(Children's
(Multnomah County

(Portland
(Portland

Students spend 2 years at the University of Oregon at Eugene or at Oregon State College followed by 3 years in the Department of Nursing Education of the University of Oregon Medical School in Portland.

University of Portland
College of Nursing

University of Portland

Portland

St. Vincent

Portland

Pennsylvania

Presbyterian

Students spend 2 years at the University of Pittsburgh followed by 2 years in the school of nursing and a fifth year in an integrated program at both the school of nursing and the University.

Pittsburgh

Presbyterian

Pittsburgh

Temple University

Students spend 2 years at Temple University followed by 3 years at New York Hospital.

Philadelphia

New York

New York

Western Pennsylvania

Margaret Morrison
Carnegie College

Pittsburgh

Western Pennsylvania

Pittsburgh

Students spend 2 years at Margaret Morrison Carnegie College, followed by 2 years in the school of nursing, and return to college for the fifth year.

Rhode Island

Rhode Island

Pembroke College,
Brown University

Providence

Rhode Island

Providence

Students spend 3 years at Pembroke College, Brown University, followed by 2 years in the school of nursing.

<u>School of Nursing</u>	<u>College or University</u>	<u>City</u>	<u>Hospital</u>	<u>City</u>
<u>South Dakota</u>				
Methodist State	Dakota Wesleyan University	Mitchell	Methodist State	Mitchell
Students spend 3 years at Dakota Wesleyan University followed by 32 months in the school of nursing.				
<u>Tennessee</u>				
University of Tennessee	University of Tennessee	Knoxville	John Gaston	Memphis
Students spend 2 years in the College of Liberal Arts at Knoxville or at the Junior College of the University at Martin, followed by 3 years in the school of nursing.				
Vanderbilt University	Vanderbilt University	Nashville	Vanderbilt University	Nashville
Students must have completed 2 years of college work in an approved college or university, followed by 3 years in the school of nursing.				
<u>Virginia</u>				
Stuart Circle	College of William and Mary, Richmond Division	Richmond	Stuart Circle	Richmond
Students spend 2 years at the Richmond Division of William and Mary College, followed in the next 3 years by an integrated program at both the college and the school of nursing.				
<u>Washington</u>				
General Hospital of Everett	University of Washington	Seattle	General Hospital of Everett	Everett
Students spend 2 years at the University of Washington followed by 2 years in the school of nursing, and return to the University for the fifth year.				
Seattle College School of Nursing, Providence Division	Seattle College	Seattle	Providence	Seattle
Students spend 18 months in the campus division, followed by 30 months in Providence Division of the Department of Nursing Education of Seattle College.				
University of Washington, Harborview Division	University of Washington	Seattle	Harborview King County	Seattle
Students spend 18 months in the campus division, followed by 30 months in the Harborview Division of the University of Washington.				

<u>School of Nursing</u>	<u>College or University</u>	<u>City</u>	<u>Hospital</u>	<u>City</u>
--------------------------	------------------------------	-------------	-----------------	-------------

Wisconsin

Columbia

(Ripon College
(Milwaukee-Dowmer

(Ripon
(Milwaukee

Columbia

Milwaukee

Students may spend 3 years at Ripon College either preceding or following 3 years in the school of nursing, or they may spend 2 years at Milwaukee-Dowmer College, followed by 3 years in the school of nursing.

Marquette University
College of Nursing

Marquette University

Milwaukee

St. Joseph

Milwaukee

Students spend 2 years at Marquette University followed by 2 years at St. Joseph Hospital.

University of Wisconsin

University of Wisconsin

Madison

State of Wisconsin
General

Madison

Students spend 3 years in the College of Letters and Science or in the College of Agriculture, followed by 27 months in the school of nursing.

SCHOOLS OF NURSING GIVING BASIC COURSES LEADING TO A MASTER'S DEGREE

Connecticut

Yale University

Yale University

New Haven

New Haven

New Haven

Students are required to have a college degree for admission and after a 32-month course in the school of nursing receive a Master's degree.

Ohio

Frances Payne Bolton

Western Reserve
University

Cleveland

University Hospitals

Cleveland

Students are required to have a college degree for admission, and after a 33-month course in the school of nursing receive a Master's degree.

Administrative Control

Relation of College and Nursing School

Advisory committee representing both the college and the hospital school.

Of 58 nursing schools analyzed

36 are not part of a college but cooperate in a curriculum leading to a degree.

Master 15 are integral parts of colleges with organization similar to other college departments.

B.S. in education, social hygiene, or home economics.

4 are in University Hospitals or under the University Medical School.

B.S. - when the subject matter is highly professionalized.

2 are subdivisions of departments or colleges of education

B.S. - within a university. Subject matter is included. More likely usually for graduate study based on undergraduate study.

Source of Degree

awarded (1) through the college of liberal arts or arts and sciences - 25

(2) through department or college of science - 14

Basic Curricula Leading to Degrees, Lucile Petry, R.N. - 4
American Journal of Nursing, March, 1939, p. 287-297.

(4) directly through school of nursing - 2

(5) directly through the department of nursing - 2

Basic Curricula Leading to Degrees, Lucile Petry, R.N.
American Journal of Nursing, March, 1939, p. 287-297.

Basic Curricula Leading to Degrees, Lucile Petry, R.N.
American Journal of Nursing, March, 1939, p. 287-297.

Relation of College and Nursing School

Of 58 nursing schools analyzed

36 are not part of a college but cooperate in a curriculum leading to a degree.

15 are integral parts of colleges with organization similar to other college departments.

4 are in University Hospitals or under the University Medical School.

2 are subdivisions of departments or colleges of education within a university.

Basic Curricula Leading to Degrees, Lucile Petry, R.N.
American Journal of Nursing, March, 1936, p. 287-297.

Administrative Control

Advisory committee representing both the college and the hospital school.

Degrees Given

Master of Nursing - 2

B.S. in education, social hygiene, or home economics,
Subject matter professionalized.

B.N. - when the subject matter is highly professionalized.

B.S. - when more academic subject matter is included. More leeway usually for graduate study based on undergraduate study.

Source of Degree

Awarded (1) through the college of liberal arts or arts and science - 25

(2) through department or college of science - 14

(3) through the college or school of education - 4

(4) directly through school of nursing - 2

(5) directly through the department of nursing - 2

Basic Curricula Leading to Degrees, Lucile Petry, R.N.
American Journal of Nursing, March, 1939, pp. 287-297.

Basic Curricula Leading to Degrees, Lucile Petry, R.N.
American Journal of Nursing, March, 1939, p. 287-297.

Administrative Control

Advisory committee representing both the college and the hospital school.

Degrees Given

Master of Nursing - 2

B.S. in education, social hygiene, or home economics, subject matter professionalized.

B.N. - when the subject matter is highly professionalized.

B.S. - when more academic subject matter is included. More loosely usually for graduate study based on undergraduate study.

Source of Degree

Awarded (1) through the college of liberal arts or arts and science - 25

(2) through department or college of science - 1A

(3) through the college or school of education - 4

(4) directly through school of nursing - 2

(5) directly through the department of nursing - 2

Basic Curricula Leading to Degrees, Lucille Petry, R.N.
American Journal of Nursing, March, 1929, p. 287-297.

Plan for Science Courses

34 nursing schools use college science courses without adaptation.

3 nursing schools have courses taught especially for nursing students.

15 nursing schools use part of the college courses and add some special courses. The social science courses are least often modified.

The special courses taught for nursing students are often opened to other students in the college.

of a course at Radcliffe

(3) problem would of course need to go to Radcliffe board for any action

(4) If Radcliffe were to consider such a course would be necessary

(5) to change present plans for degree

Basic Curricula Leading to Degrees, Lucile Petry, R.N.
American Journal of Nursing, March, 1939, pp. 287-297.

(6) to get approval of Harvard

(7) to get active cooperation and recommendation of Medical School

(8) Radcliffe would probably be able to make group grant & give on tuition income

Plan for Science Courses

34 nursing schools use college science courses without adaptation.
3 nursing schools have courses taught especially for nursing students.

15 nursing schools use part of the college courses and add some special courses. The social science courses are least often modified.

The special courses taught for nursing students are often opened to other students in the college.

Source of Report

- (1) through the college of liberal arts at the end of the year - 15
- (2) through department of college of science - 14
- (3) through the college of school of education - 4
- (4) directly from school of nursing - 1

Basic Curricula Leading to Degrees, Lucile Petry, R.N.,
American Journal of Nursing, March, 1939, pp. 287-297.

Basic Curricula Leading to Degrees, Lucile Petry, R.N.,
American Journal of Nursing, March, 1939, pp. 287-297.

Conference with President Comstock, May 21, 1941

discussion of trend in vocational education toward
a more academic course

Miss Comstock (1) aware of trend and its influence
on nursing

(2) interested in considering the possibility
of a course at Radcliffe

(3) problem would of course need to
go to Radcliffe board for any answer

(4) If Radcliffe were to consider
such a course would be necessary

(a) to change present plans for degree or
possibly to change charter

(b) to get approval of Harvard

(c) to get active cooperation and
recommendation of Medical School

(5) Radcliffe would probably be
able to make good first 2 yrs on tuition income

Psychology Concentration

- 1st * Introduction to General Psychology and Introduction
to Dynamic and Social Psychology

* English A

* French or German

* Introduction to Biology

Principles of Sociology

2nd * History or Introduction to Anthropology

- 2nd The Comparative Anatomy of the Vertebrates or Problems
of Philosophy or History of Philosophy

Elementary Chemistry

* Child Psychology and Social Psychology

Music or English 1 or History of Philosophy or Fine
Arts

3rd * The Social Structure of the United States

- 3rd Principles of Physiology
Organic Chemistry

* Dynamic Psychology and Abnormal Psychology

Music or History

Bacteriology

- 4th * Abnormal Psychology (72) for all but

General Examinations

- 5th * Social Institutions and The Social Structure of the
United States

* Required for Concentration

Note: Omits Biological Chemistry unless can omit Eng or Lang

Psychology Concentration

1st * Introduction to General Psychology and Introduction
to Dynamic and Social Psychology

English A

French or German

* Introduction to Biology
Principles of Sociology

2nd The Comparative Anatomy of the Vertebrates or Problems
of Philosophy or History of Philosophy

Elementary Chemistry

* Child Psychology and Social Psychology
Music or English I or History of Philosophy or Fine
Arts

3rd Principles of Psychology

Organic Chemistry

* Dynamic Psychology and Abnormal Psychology
Music or History
Bacteriology

4th * Abnormal Psychology

General Examinations

5th * Social Institutions and The Social Structure of the
United States

Note: Units Biological Chemistry

Sociology Concentration

- 1st * English A (or B) If not required could take
 French or German) Elementary Chemistry
 * Government or Principles of Economics
 * Principles of Sociology
 Introduction to Biology and Principles of Sociology
 or History of Europe

- 2nd * History or Introduction to Anthropology
 * Elementary Chemistry of the Vertebrates and A
 The Comparative Anatomy of the Vertebrates and
 Introduction to Dynamic and Social Psychology
 English I or History of Philosophy or Music or Fine
 Arts or History of Philosophy or Music or Fine
 Arts

- 3rd * Introduction to Dynamic and Social Psychology and
 * The Social Structure of the United States
 * Social Institutions or Social Pathology and Social
 Policy

- 3rd * One Advanced Related Course (Government, Economics,
 History, Anthropology, Psychology
 * Principles of Physiology and Bacteriology
 History of Science in the Ancient World and History
 of Medieval Science and Philosophy or other

- 4th Advanced Sociology (7a) for all elect
 General Examinations

- 4th * Sanitation and Public Health *mon - Wed 7:11 AM*

- 5th Sanitation or Public Health

* Required for Concentration

- 5th Child Psychology and Abnormal Psychology or Dynamic
 Psychology

Notes: Bacteriology would replace one of the present
 required Biology courses

* Required for Concentration

What are the probabilities that a Radcliffe student in any concentration will
 have a Foundation course in chemistry and/or psychology and/or sociology?

When will the student take her general examination? Is this in the 5th
 year? How much time will be required for it?

Sociology Concentration

- 1st * English A (If not required could take French or German) Elementary Chemistry Government or Principles of Economics Principles of Sociology Introduction to Biology
- 2nd * History or Introduction to Anthropology Elementary Chemistry or the equivalent of physics The Comparative Analysis of the Vertebrates and Introduction to Dynamic and Social Psychology English I or History of Philosophy or Music or Fine Arts
- 3rd * The Social Structure of the United States Social Institutions or Social Pathology and Social Policy One Advanced Related Course (Government, Economics, History, Anthropology, Psychology Principles of Physiology and Biochemistry)
- 4th * Advanced Sociology (To fulfill General Requirement)
- 5th * Sanitation or Public Health Social Structure of the United States * Required for Concentration

Biology Concentration

1. How will the program be planned for the Radcliffe student to enable her to complete four years work in three calendar years?
 - 1st * **Introduction to Biology**
 - English A
 - French or German
 - * **Elementary Chemistry**
 - Introduction to Mathematics and Principles of Sociology or History of Europe**
2. Will 2nd year be possible for student who expect the superior student; even the superior Radcliffe student?
 - 2nd * **The Comparative Anatomy of the Vertebrates and A Comparative Survey of the Non-vascular Plants or A Comparative Survey of the Vascular Plants**
 - Organic Chemistry**
 - English 1 or History of Philosophy or Music or Fine Arts**
 - Introduction to Dynamic and Social Psychology and Sociology half course**
3. A student may complete college in four years and nursing in almost any school in 28 months. Radcliffe plus M. G. H. would require 3 years and 28 months.
 - 3rd * **Principles of Physiology and Biological Chemistry**
 - Elementary Physics for Beginners**
 - * **Parasitology and Animal Histology**
 - History of Science in the Ancient World and History of Medieval Science and Philosophy or other elective**
 - 1) requires the strenuous college schedule?
 - 2) takes some time away from periods?
 - 4th * **Sanitation and Public Health**
 - General Examinations**
 - 3) prevents a student from graduating with her own class?
 - 5th **Child Psychology and Abnormal Psychology or Dynamic Psychology**
4. How great is the appeal of the Yale Master of Nursing degree compared with an M. G. H. diploma?
 - Note: **Bacteriology would replace one of the present required Biology courses**
 - * **Required for Concentration**
5. What are the probabilities that a Radcliffe student in any concentration will have a foundation course in chemistry and/or psychology and/or sociology?

both including
6. When will the student take her general examination? If this is in the 4th year, how much time will be required for it?

Taken in spring just prior to taking degree

1st * Introduction to Biology
English A
French or German (Elementary)
* Elementary University
* Introduction to Mathematics and Principles of Sociology
or History of Europe

2nd * The Comparative Anatomy of the Vertebrates and A
Comparative Survey of the Non-vascular Plants
or A Comparative Survey of the Vascular Plants
Organic Chemistry
English I or History of Philosophy or Music or Fine
Arts
Introduction to Dynamic and Social Psychology and
Sociology half course

3rd * The Social Structure of the United States
* Social Institutions or Social Psychology and Social
Principles of Psychology and Biological Chemistry
* Elementary Physics for Beginners
* Zoology and Animal Histology
History of Science in the Ancient World and History
of Medieval Science and Philosophy or other
elective

4th * General Psychology (1st half)
General Psychology (2nd half)
* Sanitation and Public Health
General Examination
Examination in Public Health

5th * Child Psychology and Abnormal Psychology or Dynamic
Psychology

Note: Students would replace one of the present
required Biology courses

* Required for Concentration

QUESTIONS FOR DISCUSSION WITH PRESIDENT JORDAN

1. How will the program be planned for the Radcliffe student to enable her to complete four years work in three calendar years?

*period of demobilization + after 2 terms 16 wk, 12 wk - not open to freshmen
old academic yr 2 terms - long vac
Fresh. 5 courses, 4 courses, summer.*

2. Will such a program be possible for, or attract, any except the superior student; even the superior Radcliffe student?

3. A student may complete college in four years and nursing in almost any school in 28 months. Radcliffe plus M. G. H. would require 3 years and 28 months. How many Radcliffe students interested in nursing, or parents of these students will wish a program which

- 1) requires the strenuous college schedule?
2) takes away long summer vacation periods?
3) prevents a student from graduating with her own class?

4. How great is the appeal of the Yale Master of Nursing degree as compared with an M. G. H. diploma?

5. What are the probabilities that a Radcliffe student in any concentration will have a foundation course in chemistry and/or psychology and/or sociology? *biological*
gen. including both

6. When will the student take her general examination? If this is in the 4th year, how much time will be required for it?

Taken in spring just prior to taking degree

7. What course in the School of Nursing could be given credit at Radcliffe?

1) Physiology - problem of prerequisites in relation to the various concentrations?

2) Microbiology - if such a course were established, would Harvard Faculty not wish to set certain prerequisites so there would be a similar problem with this subject?

8. When would the Radcliffe degree be granted in relation to the M. G. H. diploma?

Simultaneously

9. Who would recruit for this five year plan - Radcliffe and M. G. H. or just M. G. H.?

Could a statement about the plan, approved by the proper authorities at Radcliffe, be placed in the M. G. H. catalogue? Would Radcliffe make any announcement of the opportunity in nursing at the M. G. H.?

*would be
in Rad Cat
Joint com
on Adm*

10. If a five year plan could be developed now, where might it lead; how might it develop?

11. What about participation by Peter Bent Brigham and Children's Hospital Schools of Nursing?

*complex
of stud body*

12. What would be the major problems to be considered if a school of nursing were to be established admitting only college graduates?

*46.25%
go on beyond
24% to grad degrees
all but 25.7 have
gone on to post
college tr*

Costs -

Radcliffe - 1200 per year

Scholarship money - 50 in college

$\frac{1}{3}$ number qualify for scholar or $\frac{1}{4}$

40 needed { dian appeal of new,
savings new Eng/
put in Foundation

20,000 additional in scholarships

beyond Radcliffe's conti

2000 - 3000 for exp for studies on program

for Consultants

3000 - 4000 - officer for recruiting & speaker

1000 - 2000 - relieve Miss S -

	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.
Year	Radcliffe								Summer Session at M.G.H. 12 weeks			
Year	Radcliffe								Summer Session at Radcliffe			
	One five hour course at M.G.H. spring and winter terms											
Year	Radcliffe								Summer Session at Radcliffe			
	One five hour course at M.G.H. winter and spring terms											
Year	Radcliffe				M.G.H.							
	One five hour course at M.G.H. winter term											
Year	M.G.H.											
Year	M.G.H.											

Nov. Dec. Jan. Feb. Mar. Apr. May June July Aug. Sept. Oct.

1st Year

Radcliffe

Summer Session at
M. G. H. 12 weeks

2nd Year

Radcliffe

Summer Session at
Radcliffe

One five hour course at M. G. H. winter and spring terms

3rd Year

Radcliffe

Summer Session at
Radcliffe

One five hour course at M. G. H. winter and spring terms

4th Year

Radcliffe

One five hour course at M. G. H.
winter term

M. G. H.

5th Year

M. G. H.

6th Year

M. G. H.

Sept.

Apr.

June

July

Oct.

Radcliffe

Summer School
at M.G.H.

Radcliffe

Summer School
at Radcliffe

One five hour course at M.G.H. Winter and Spring terms

Radcliffe

Summer School
at Radcliffe

One five hour course at M.G.H. Winter and Spring terms

7/4/21.

GENERAL REMARKS

At present a student entering the School of Nursing with two years of college study satisfactory to Simmons College may secure her degree with one additional year of study at Simmons. The trend in all nursing schools toward pre-nursing college preparation seems to be increasing. With this is growing an interest in securing both the diploma in nursing and a college degree.

The M. G. H. School has encouraged applicants to secure one to two years of pre-nursing college study because experience has shown these applicants to be not only better prepared but what is equally important more mature and ready to carry the responsibilities of a student nurse.

For some time we have felt a decrease in the quantity of good applicants available. It is only fair to say that we have required applicants to be better prepared. Frequently applicants have been interviewed who later have enrolled at Simmons, Skidmore, Russell Sage and Yale Schools of Nursing where they may receive academic recognition for their study. About two years ago, the Presbyterian Hospital School of Nursing became the Columbia Presbyterian School. This school can grant a degree to the student who enters with two years of college study acceptable to Columbia. Today many desirable young women choose between Presbyterian and M. G. H. on the basis of the degree.

We are convinced that if we are to maintain our standing as one of the foremost schools in the East, we must consider some sound affiliation whereby a degree may be secured. Would the Harvard School of Public Health consider admitting nursing students?

If the nursing course were reorganized, would the School of Public Health be able to give credit for work done in the M. G. H. School of Nursing?

7/5/41.

- A. How best to approach Harvard?
- (1). If Radcliffe were interested, through its President and Board.
 - (2). Directly through President Conant?
 - (3). Through School of Education (which is a graduate school but might have a division of nursing on an undergraduate level).
- B. Has Radcliffe any separate schools within the college now?
- Name - (Retain M. G. H. Sargeant School of Physical Education)
- How would the development of a nursing school in Radcliffe be approached?
- Who in the Harvard-Radcliffe groups might be sympathetic?
- Is there anything in Radcliffe Charter which would prevent development of a technical school within the college?
- C. What policies would be involved if Radcliffe were to admit pre-nursing students, accept M. G. H. courses for degree credit, and grant Radcliffe degree to nursing students?
1. Admissions
 2. Faculty appointment and standing
 - Acceptance of women faculty
 - Requirements
 - Education
 - Accomplishment
 3. Credit for technical field work
 - Amount allowed toward degree
 4. Separate courses for Radcliffe women
 - Need for applied science courses for nursing - physical, biological, social.
 5. Type of degree specified by Radcliffe
 - Could, e.g. B.S. in nursing be given without upsetting so many policies now in effect.
- D. Has Radcliffe some arrangement now whereby the undergraduates get work in education through graduate School of Education?
- Could any comparable arrangement be developed in nursing (allowing, of course, more time for technical courses).

June 25th

Synopsis of Telephone Conversation with Miss Stedman Re Affiliation with
An Academic Institution.

Miss Stedman had talked with Miss Comstock who asked whether or not we had again talked with Dean Burwell to find out his attitude before talking with Mr. Conant. Miss Comstock knew that there had been considerable conversation with Dean Burwell but felt it should be brought to his attention again if we were really to make a contact with President Conant.

Miss Comstock was of the opinion that President Conant would think that any such project should be open to any other outstanding hospital such as the Children's or the Peter Bent. It was also Miss Comstock's opinion that Mr. Conant's interest was in research and that an institution of Harvard's standing and riches should make a contribution which other educational institutions, including the good ones, were not able to make; that this was the psychological time to approach Mr. Conant because he had intense feeling about the war situation.

Miss Comstock felt very strongly that he would be influenced by and would turn to the faculty of the school of medicine; therefore that it was important to talk with that faculty before talking with Mr. Conant. Miss Comstock felt that the talking point was the need of better prepared nurses to prepare the nurse to progress in her field, to assist the physicians as they progress in their field of medical sciences. I explained to Miss Stedman that this would be an indirect contribution to the better prepared nurse because certainly at the beginning, these women would be teachers, administrators of schools of nursing, so-called educational directors, or probably in public health nursing. They were both of the opinion that President Conant must be told by a medical man that this kind of a nurse was needed.

Miss Stedman

Comment on Telephone Conference with Miss Stedman

If Harvard or Radcliffe set up a school on a plan similar to the one at Simmons, namely one which would use this hospital for clinical experience and for instruction; i.e., if Harvard University set up a school where the students came to the Peter Bent and the Massachusetts General (as the Simmons students do) for field experience in medicine and surgery, operating-room, etc. with the class instruction which accompanies this experience, it would not accomplish the aim which we have set. While such a plan would add somewhat to the prestige of the Massachusetts General Hospital School, it would do nothing to help our present three-year group. We still would have a very large group of graduates who had not had any academic affiliation. If, however, eventually the Children's and the Peter Bent and the M. G. H. merged into a Harvard School of Nursing, using the hospital for clinical experience, that is another matter. But when would such a plan bring sufficient students to make a contribution to the nursing services of the three hospitals?

Questions Relative to the Affiliation with all Three

1. Could all three schools afford to set up the right teaching facilities for such a group? It would be much more expensive than to concentrate those students as far as possible in one school.
2. Would not the Harvard school tend to have more unity in its student body and therefore stimulate interest of more good women to enroll if it were not spread out too thin as the Simmons School was originally.
3. Why did the Yale Medical College choose to combine with just the New Haven Hospital without including the others such as the Grace Hospital?

*Mrs. Prepared for Dr. Means
Before Conference of
Harvard -*

NOTES USED BY DR. MEANS IN PRESENTING THE SUBJECT OF
AN AFFILIATION BETWEEN THE TRAINING SCHOOL FOR NURSES
OF THE MASSACHUSETTS GENERAL HOSPITAL AND SIMMONS
COLLEGE TO THE ADMINISTRATIVE BOARD OF THE HARVARD
MEDICAL SCHOOL ON JUNE 12, 1941

Story: Faxon found in 1935 arrangement which had existed with Simmons College, whereby a diploma of nursing from M. G. H. and B. S. from Simmons was given after five years work, had been given up and Simmons had instituted its own school of nursing. (Simmons wanted to offer wider curriculum) We have eight Simmons pupils now. Wear their own uniforms.

That meant that graduates of this school could only get a diploma in nursing. They could later, on their own, go to Simmons and work for a degree when the training course would give them credit for $1\frac{1}{2}$ years.

Very few do this and only discover later in life that lack of a college degree is a handicap in getting higher jobs in nursing.

We are losing the better students. Not serious yet, but may be.

If a girl graduates from an accepted Junior College, or 2 years of any college, she may go to Presbyterian (and others) and in three years get B. S. from Columbia (diploma from Presbyterian).

There are 71 training schools connected with colleges and universities.

Faxon wants:

An arrangement with Radcliffe, identical with what we used to have with Simmons.

4/12/41

We then would have

3 pupils M. G. H. only
Diploma only

5 pupils M. G. H. diploma
Radcliffe E. S.

Talked with Miss Comstock. She approves but wants

Harvard to send a memorandum to Mr. Conant that such a hook-up is
desirable and would further the cause of medical education.

M. G. H. Training School for Nurses founded in 1873. Largest number of
alumnae of any School in America.

DISCUSSION RELATIVE TO A COLLEGIATE SCHOOL OF NURSING

EXCURSIVE ORGANIZATION PATTERN

The present situation

The course offered at M. G. H. is a three year course. The curriculum is composed entirely of professional subjects. All sciences are taught as applied sciences. The average ratio of class hours to ward practice hours is 1 class hour to 6.2 ward hours.

High school graduates who meet specified subject and grade requirements are admitted but preparation beyond high school is encouraged. Forty percent of the 290 students now enrolled have one or more years of college.

The interest in some pre-nursing college preparation seems to be increasing. With this is growing the interest in securing both the diploma in nursing and a college degree.

The problem

Can a college affiliation be secured which will assure the student a sound educational preparation for nursing, enable her to secure a degree and at the same time allow the M. G. H. School of Nursing to maintain its autonomy?

A suggestion

The five year combined liberal arts and nursing course has been tried now in several schools with considerable success. Two curriculum patterns are most frequently employed.

Years	Pattern I	Years	Pattern II
1st	College	1st	College
	Summer Session in Nursing		
2nd	College	2nd	College
	Summer Session in Nursing		
3rd	College Nursing School	3rd	Nursing School
4th	Nursing School (Cal. year)	4th	Nursing School
5th	Nursing School College	5th	Nursing School

Would Radcliffe or Harvard consider admitting pre-nursing students?

Would the college consider any plans whereby these same students would be granted a degree allowing credit for courses and clinical practice in the nursing school?

DISCUSSION RELATIVE TO A COLLEGIATE SCHOOL OF NURSING

The present situation

The course offered at M. G. H. is a three year course. The curriculum is composed entirely of professional subjects. All sciences are taught as applied sciences. The average ratio of class hours to ward practice hours is 1 class hour to 6.5 ward hours.

High school graduates who meet specified subject and grade requirements are admitted but preparation beyond high school is encouraged. Forty percent of the 250 students now enrolled have one or more years of college.

The interest in home pre-nursing college preparation seems to be increasing. With this is growing the interest in securing both the diploma in nursing and a college degree.

The problem

Can a college affiliation be secured which will assure the student a sound educational preparation for nursing, enable her to secure a degree and at the same time allow the M. G. H. School of Nursing to maintain its autonomy?

A suggestion

The five year combined liberal arts and nursing course has been tried now in several schools with considerable success. Two curriculum patterns are most frequently employed.

Years	Pattern I	Years	Pattern II
1st	College	1st	College
	Summer Session in Nursing		
2nd	College	2nd	College
	Summer Session in Nursing		
3rd	College	3rd	Nursing School
4th	Nursing School (Cal. year)	4th	Nursing School
5th	Nursing School	5th	Nursing School

Would Radcliffe or Harvard consider admitting pre-nursing students?

Would the college consider any plan whereby those same students would be granted a degree offering credit for courses and clinical practice in the nursing school?

CONFERENCE JULY 2, 1941
Miss Comstock, Dr. Burrill, Dr. Faxon, Miss Johnson
SUGGESTED ORGANIZATION PATTERN

Dr. Faxon

RADCLIFFE COUNCIL situation.

M. G. H. BOARD OF TRUSTEES

3 members appointed by
Radcliffe Council
and President

JOINT TRUSTEES COMMITTEE

3 members appointed
by M.G.H. Trustees and
Hospital Director

3 Radcliffe rep-
resentatives appoint-
ed by President

JOINT ADMINISTRATIVE COMMITTEE

3 M.G.H. representatives
appointed by Director of
the Hospital

2-3 Radcliffe members
appointed by the
President

JOINT ADMISSIONS COMMITTEE

2-3 M.G.H. representatives
appointed by Principal of
School of Nursing

Dr. G. Sydney Burrill

As experience has worked the plan out the Joint
Administrative and Admissions Committee are one and
the same

While many within and without the medical group are fearful of nurses'
becoming "too educated" there are many who believe as expressed above.

will discuss situation with certain members of the medical faculty and
Board of the Medical School.

SUGGESTED ORGANIZATION CHART

RAIOLITE COUNCIL

JOINT STUDIES COMMITTEE

JOINT ADMINISTRATIVE COMMITTEE

JOINT ADMISSIONS COMMITTEE

As experience has worked the plan out the Joint

Administrative and Admission Committee are one and

the same

Chairman	Dr. J. H. ...
Members	Dr. J. H. ...
Members	Dr. J. H. ...
Members	Dr. J. H. ...

The Joint Administrative and Admission Committee is composed of representatives of the various departments of the University and is charged with the responsibility of planning and coordinating the administrative and admission work of the University.

CONFERENCE JULY 2, 1941
Miss Comstock, Dr. Burwell, Dr. Faxon, Miss Johnson

Dr. Faxon

Presented the situation.

Miss Comstock

Probably necessary to change the charter of Radcliffe College if there were to be an affiliation with a school of nursing.

Charter now requires that entrance requirements, examinations, courses of study, etc., shall be identical with Harvard. Courses taught by faculty of Harvard. Diploma countersigned by Harvard.

Plan of instruction shall be the same as Harvard: partly tutorial, - purpose to develop ability of student through independent study.

General policy at Harvard and Radcliffe: professional preparation on graduate level. Formerly a degree "Adjunct in Art" given at Radcliffe and is still given at Harvard.

Alumnae would probably wish to keep the present flavor of the institution: Liberal Arts, academic aspect, tutorial system. Trend to vocational probably not popular.

Probably necessary to have two levels of curricula in the school of nursing: the better prepared, more mature student would wish to and should move faster than the high school group. Curriculum for them should be more inclusive.

Dr. C. Sydney Burwell

Discussed the situation as an individual, - representing no group.

Need for two groups - the three-year group and the five-year group. Need for the more mature, better prepared nurse with the broader foundation of general education and a good grounding in the aspects of nursing which prepare them to aid the physician in the more advanced and specialized practice of medicine.

While many within and without the medical group are fearful of nurses' becoming "too educated" there are many who believe as expressed above.

Will discuss situation with certain members of the medical faculty and Board of the Medical School.

CONFERENCE July 2, 1941
Miss Comstock, Dr. Burwell, Dr. Faxon, Miss Johnson

Dr. Faxon

Presented the situation.

Miss Comstock

Probably necessary to change the charter of Radcliffe College if there were to be an affiliation with a school of nursing.

Charter now requires that entrance requirements, examinations, courses of study, etc., shall be identical with Harvard. Courses taught by faculty of Harvard, Diploma countersigned by Harvard.

Plan of instruction shall be the same as Harvard: partly tutorial, purpose to develop ability of student through independent study.

General policy at Harvard and Radcliffe: professional preparation on graduate level. Formerly a degree "Adjunct in Art" given at Radcliffe and is still given at Harvard.

Alumnae would probably wish to keep the present flavor of the institution: Liberal Arts, academic aspect, tutorial system. Trend to vocational probably not popular.

Probably necessary to have two levels of curricula in the school of nursing: the better prepared, more mature student would wish to and should move faster than the high school group. Curriculum for them should be more inclusive.

Dr. C. Sydney Burwell

Discussed the situation as an individual, - representing no group.

Need for two groups - the three-year group and the five-year group. Need for the more mature, better prepared nurse with the broader foundation of general education and a good grounding in the aspects of nursing which prepare them to aid the physician in the more advanced and specialized practice of medicine.

While many within and without the medical group are fearful of nurses' becoming "too educated" there are many who believe as expressed above.

Will discuss situation with certain members of the medical faculty and Board of the Medical School.

Dec. 28, 1942

S. Johnson

RELATIVE TO NEED OF AN AFFILIATION
WITH AN EDUCATIONAL INSTITUTION

CONFERENCE WITH DEAN CHASE - Dec. 28, 1942

Introductory Remarks

Until very recently, nursing has been considered a vocation. Today, with some apology, it is occasionally referred to as a profession.

Nursing education is following along the ~~lines~~ ^{lines} of other vocational education: a curriculum which includes certain courses in liberal arts, basic sciences, instruction and supervised experience in the special vocational field.

There are but two schools of nursing organized on a professional level: Yale University and Western Reserve. The academic requirement ^{for admission to} of these two schools is at least a B.S. degree.

The most common organization is the five year plan, set up by means of affiliation between an academic institution and a hospital school of nursing. There are in this country about 60 such plans. The academic institution gives a degree and the hospital school of nursing the diploma; and, in some of these set-ups, the academic institution gives both - for example, Simmons College.

The first five year plan was established in 1910, at the University of Minnesota. For several years there was a five year plan administered by Simmons College ^{with} and the schools at the Peter Brigham, Children's and the Massachusetts General Hospital. The first student in that plan was graduated in 1919 and the last in 1938. At Simmons the plan was - two years at Simmons, two years at one of the affiliating hospitals, and a fifth year back at Simmons College. That plan was discontinued when Simmons created its own school of nursing. The present plan is 2½ years at Simmons, a year at Peter Brigham or M.G.H., a year spent in affiliations in other affiliating hospitals, and the last semester spent at Simmons. Under the old plan, Simmons gave the degree and we a diploma of the school. Under the present plan, Simmons gives both the degree and the diploma.

^{Admission} ~~Entrance~~ to this schools of nursing ^{which are on a 5 yr plan} ~~education~~ is very much sought after by young women who are considering nursing. They wish to procure a B.S. degree as their sisters' may have done in Home Economics, physical education, library science and the secretarial field. The five year plans spread rapidly in the State Universities of the middle west. During the last few years, these plans have been set up in the eastern schools of nursing. These affiliations have usually been made with the academic institutions ^{with} in which there was already a medical affiliation: New Haven Hospital with Yale University; Lakeside Hospital with the Western Reserve University; Presbyterian with Columbia University; New York Hospital with Cornell University, etc.

The time has come when many of the best candidates are choosing a school of nursing which has an affiliation with an academic institution from which they may obtain a degree.

In our various hospital and school committees, there has been considerable discussion of our need for an affiliation with an academic institution. We have talked informally with Dr. Drinker, Miss Comstock and the administrative board of the Harvard Medical School. ~~The next step seemed to be this conference.~~

^{Study} The Board of Trustees as now appointed a committee to study the question of affiliation with an academic institution - Mr. Gray is chairman of that committee - the other of us who are here are members of it.

In the Massachusetts General Hospital, I am responsible for the nursing care of the patients and for the school of nursing. I have certain assistants who are more directly responsible for the care of the patients and I have one whose main responsibility is assisting with the school. This latter assistant is Miss Sleeper.

Inclusion
of
Miss Sleeper.

During the last few years Miss Sleeper has made several studies of our needs, organization, personnel, and finances. During the last few months Miss Sleeper has been concentrating on our need for this affiliation with an academic institution. For five years she was a member of the faculty of the Western Reserve University School of Nursing and, therefore, participated in the change from the old to the new organization of that school.

These are among the several reasons why we have asked Miss Sleeper to give this particular need of the school her especial attention.

If right approach - Miss Sleeper will speak of such factors of the subject as:

Reasons for approach to Harvard -
need for affiliation with academic institution
... .. union with Western preparation
reading of M. & H. for this purpose.
need for full 3 & 5 year group.

Outline Plan.

Outline Program.

Signed for Dean Chase -

July 5, 1941

My dear Dr. Burwell:

I am enclosing material relative to the situation in which the Massachusetts General Hospital School of Nursing finds itself. This material is in four sections.

- (1) A copy of Dr. Means' memoranda which he used on June 12, 1941, when he discussed the situation with the Administrative Board of the Harvard Medical School.
- (2) Under the heading "General Remarks." There are four sheets in this material. The first sheet is introductory. The second shows the difference between the length of the course at the Massachusetts General and that at Simmons College. The third shows not only the difference in the length of time but the difference in the costs. The fourth sheet is a graph showing the sequence of experience, total length of time, and costs.
- (3) A list of 80 schools which now have either combined courses with a university or college or a course set up within a college or university. The well known schools and universities are double checked. In this group are practically all of them with the exception of Johns Hopkins. Right now there is discussion between the Johns Hopkins Hospital and the Johns Hopkins University relative to a closer affiliation.
- (4) Notes on conferences held with Miss Comstock.

You may keep this material for an indefinite period of time as we have copies of all of it. I hope that it will help by giving you a background for our "predicament."

I wish that you might know how very much we appreciate your interest.

Very truly yours,

Sally Johnson, R.N.
Principal

SJ:MA

Dec. 9, 1942

The Need for University or Collegiate Affiliation
MATERIALS TO BE PRESENTED TO THE TRUSTEES
FOR THE APPROACH TO MR. CONANT

Miss Johnson

THE REASON FOR THIS APPROACH TO HARVARD UNIVERSITY

The Officers and Faculty of the School of Nursing of the Massachusetts General Hospital have for some time felt the need of a university affiliation. Because the Hospital is most closely associated with Harvard University, and because many of the members of the Harvard Medical School Faculty are also part-time instructors in the School of Nursing, it seemed logical that the first approach to a college should be to the one with which the School was most closely associated, Harvard University.

THE NEED FOR A UNIVERSITY AFFILIATION FOR THE SCHOOL OF NURSING

The realization that the School of Nursing could not continue on a sound educational basis without some direct guidance from an educational institution is of long standing. Most other hospital schools of nursing with comparable standing have already made the change. The New Haven School has become the Yale University School; the Presbyterian in New York is the Division of Nursing in the College of Physicians and Surgeons; the New York Hospital School of Nursing is now a school within Cornell University; Bellevue Hospital School of Nursing is now a division of New York University Medical School; Lakeside Hospital School in Cleveland has become an independent school in Western Reserve University; Johns Hopkins School of Nursing has a close relationship with the Johns Hopkins University and is studying the possibility of a closer affiliation.

Since its inception in 1873, until recently, the Massachusetts General Hospital School has maintained a place of leadership. It has provided teachers and administrators for schools of nursing in all states of the Union and in many countries abroad. It has given the basic education to many leaders in the field of public health nursing. Today the proportion of its graduates prepared for such positions is decreasing. Developments in general education, medical science, health education, and community services demand a nurse with a broader general and professional preparation than the hospital school of nursing can give without association with a frankly educational institution. It is true that the superior student or the good student entering the School of Nursing with advanced preparation may still progress to positions of leadership. But the student with two years of college more often today chooses to enter a collegiate school of nursing where she can be assured an education comparable in opportunities for personal and professional growth to that offered to women in other professions.

THE SUPPLY AND DEMAND FOR COLLEGE-TRAINED NURSES

There are 1300 schools of nursing in the United States today, approximately 100 of which have some type of University relationship. In spite of this rapid development there seems no probability of an oversupply of the college-trained nurses. In 1941, only 6%, or approximately 1500 of the 25,900 nurses graduated, were from well-established university schools. The existing

of the State Board of Registration of Nurses.) She will be required to add at least 1 year and perhaps more of college study to secure a degree. She thereby spends 6 or more years in the acquisition of her diploma and degree.

collegiate schools of nursing in New England, even when supplemented by those in eastern New York State, are inadequate to meet the demands for teaching, supervisory, or administrative positions. Simmons College first offered a 5-year degree program in nursing in 1917. The Yale University School which began with a two year college entrance requirement in 1923 was reorganized in 1935 to admit only college graduates and grant only the master's degree in nursing. During the past few years, Lambroke College and the Universities of Maine and New Hampshire have offered pre-nursing courses. The University of Connecticut first announced such a plan in 1942.

THE READINESS OF THE MASSACHUSETTS GENERAL HOSPITAL SCHOOL FOR UNIVERSITY AFFILIATION

The Clinical Field

A school of nursing differs from other professional schools in that the student secures a kind of internship while she receives her basic instruction. Unless the clinical preparation is broad and strong, the course can not be educationally sound regardless of the excellence of the pre-professional study. The Massachusetts General Hospital provides one of the outstanding practice fields for nursing in New England, superior to that provided for any of the existing collegiate schools, excepting only the Yale University School of Nursing.

The Faculty Preparation

The Massachusetts General Hospital School of Nursing has a nursing faculty capable of planning and teaching a curriculum for students with preparation beyond high school. In addition to instructors in medical science, it is privileged to have the services of women with rich backgrounds of preparation and experience in the related fields of social service and dietetics. Of the 325 students now in the School, 84 are college graduates and 50% more have one or two years of college preparation. The School also receives affiliating students from the Simmons College School of Nursing for one year of instruction and clinical practice in medical and surgical nursing. All of these students have completed 2 years at Simmons College before beginning the affiliation.

The Curriculum

The curriculum now in operation is the result of constant study and revision. Graduates of the School may be licensed to practice in every state of the Union. Alumni without previous college study are granted approximately 1 1/2 years advanced standing in colleges where a nursing major is offered. Some of these colleges are Simmons College, Boston University, School of Education, Teachers College in Columbia University, Western Reserve University and the University of Chicago. Although this college credit has enabled the School to draw many applicants with some college preparation, it does not make up for the inability to give a broad general program or to award a degree on completion of the course. The student in a university school of nursing receives both a diploma in nursing and a degree at the end of 5 years' study. The student with two years of college who enters the Massachusetts General School must remain in the nursing school for three years in order to secure her diploma. (This is a requirement of the State Board of Registration of Nurses.) She will be required to add at least 1 year and perhaps more of college study to secure a degree. She thereby spends 6 or more years in the acquisition of her diploma and degree.

THE BENEFIT OF A UNIVERSITY AFFILIATION TO OTHER HOSPITAL GROUPS ASSOCIATED WITH THE SCHOOL

The standards maintained by a school of nursing influence all other professional groups working or studying in the hospital. A school which admits only applicants with meager educational background will produce a graduate nursing service with limited ability to keep pace with associated professional groups of higher educational status. In the Massachusetts General Hospital, the dietetic, social service and medical groups are ^{very} largely dependent for good internship and good professional practice upon the standard set by the nursing school and nursing service. Unless the nursing school can continue to attract a goodly number of students of the right educational and personal calibre, the Hospital cannot provide the best practice field. Such a lack will effect most adversely the experience of medical students and internes since medicine and nursing are most closely associated. A member of the Yale Corporation states that the Yale School of Nursing has been a real asset to Yale University and especially to the Medical School. Closer association of medical student and nursing student in education has ^{resulted} and will result in more mutual respect for ^{each} the other's knowledge and ability and more effective coordination of medical and nursing practice.

THE NEED FOR BOTH THREE YEAR AND FIVE YEAR COURSES

Because of the national and civilian needs today including the need of the Massachusetts General Hospital, it is impossible to consider any plan which would decrease enrollment in the School of Nursing. The three-year diploma course which will supply nurses most rapidly for hospital, civilian, and army service must be continued and in so far as possible the enrollment in this diploma course must be increased. The university affiliation is sought as a means of attracting another group of students who can continue in teaching, supervision, and other positions of leadership. With the great development of nursing schools under the pressure of the war, with the new developments which are constantly added in medical science and with the need for more highly trained workers for post-war rehabilitation, the urgency of a university affiliation is only the more strongly emphasized now. We can not conscientiously lay the project aside until the present national emergency has passed. ^{dog} May we ask you to consider an affiliation between Harvard University and the Massachusetts General Hospital School of Nursing and may we have the privilege of discussing the matter with you?

THE SUPPLY AND DEMAND FOR COLLEGE-TRAINED NURSES

There are 1800 schools of nursing in the United States today, approximately 100 of which have some type of University relationship. In spite of this rapid development there seems to be probability of an over-supply of the college-trained nurses. In 1941, only 8%, or approximately 1500 of the 25,000 nurses graduated, were from well-established university schools. The existing

THE BENEFIT OF A UNIVERSITY AFFILIATION TO OTHER HOSPITAL GROUPS
ASSOCIATED WITH THE SCHOOL

The standards maintained by a school of nursing influence all other professional groups working or studying in the hospital. A school which admits only applicants with meager educational background will produce a graduate nursing service with limited ability to keep pace with associated professional groups of higher educational status. In the Massachusetts General Hospital, the dietetic, social service and medical groups are largely dependent for good internship and good professional practice upon the standards set by the nursing school and nursing service. Unless the nursing school can continue to attract a goodly number of students of the right educational and personal calibre, the Hospital cannot provide the best practice field. Such a lack will effect most adversely the experience of medical students and internes since medicine and nursing are most closely associated. A member of the Yale Corporation states that the Yale School of Nursing has been a real asset to Yale University and especially to the Medical School. Closer association of medical student and nursing student in education has, and will result in more mutual respect for the other's knowledge and ability and more effective coordination of medical and nursing practice.

THE NEED FOR BOTH THREE YEAR AND FIVE YEAR COURSES

Because of the national and civilian needs today including the need of the Massachusetts General Hospital, it is impossible to consider any plan which would decrease enrollment in the School of Nursing. The three-year diploma course which will supply nurses most rapidly for hospital, civilian, and army service must be continued and in so far as possible the enrollment in this diploma course must be increased. The university affiliation is sought as a means of attracting another group of students who can continue in teaching, supervision, and other positions of leadership. With the great development of nursing schools under the pressure of the war, with the new developments which are constantly added in medical science and with the need for more highly trained workers for post-war rehabilitation, the urgency of a university affiliation is only the more strongly emphasized now. We can not conscientiously lay the project aside until the present national emergency has passed. May we ask you to consider an affiliation between Harvard University and the Massachusetts General Hospital School of Nursing and may we have the privilege of discussing the matter with you?

THE NEED FOR A UNIVERSITY OR COLLEGIATE AFFILIATIONTHE REASON FOR THIS APPROACH TO HARVARD UNIVERSITY

The Officers and Faculty of the School of Nursing of the Massachusetts General Hospital have for some time felt the need of a university affiliation. Because the Hospital is most closely associated with Harvard University, and because many of the members of the Harvard Medical School Faculty are also part-time instructors in the School of Nursing, it seemed logical that the first approach to a college should be to the one with which the School was most closely associated, Harvard University.

THE NEED FOR A UNIVERSITY AFFILIATION FOR THE SCHOOL OF NURSING

The realization that the School of Nursing could not continue on a sound educational basis without some direct guidance from an educational institution is of long standing. Most other hospitals schools of nursing with comparable standing have already made the change. The New Haven School has become the Yale University School; the Presbyterian in New York is the Division of Nursing in the College of Physicians and Surgeons; the New York Hospital School of Nursing is now a school within Cornell University; Bellevue Hospital School of Nursing is now a division of New York University Medical School; Lakeside Hospital School in Cleveland has become an independent school in Western Reserve University; Johns Hopkins School of Nursing has a close relationship with the Johns Hopkins University and is studying the possibility of a closer affiliation.

Since its inception in 1873, until recently, the Massachusetts General Hospital School has maintained a place of leadership. It has provided teachers and administrators for schools of nursing in all states of the Union and in many countries abroad. It has given the basic education to many leaders in the field of public health nursing. Today the proportion of its graduates prepared for such positions is decreasing. Developments in general education, medical science, health education, and community services demand a nurse with a broader general and professional preparation than the Hospital School of Nursing can give without association with a frankly educational institution. It is true that the superior student or the good student entering the School of Nursing with advanced preparation may still progress to positions of leadership. But the student with two years of college more often today chooses to enter a collegiate school of nursing where she can be assured an education comparable in opportunities for personal and professional growth to that offered to women in other professions.

THE SUPPLY AND DEMAND FOR COLLEGE-TRAINED NURSES

There are 1300 schools of nursing in the United States today, approximately 100 of which have some type of University relationship. In spite of this rapid development there seems no probability of an over-supply of the college-trained nurses. In 1941, only 6%, or approximately 1500 of the 25,900 nurses graduated, were from well - established university schools. The existing

THE NEED FOR A UNIVERSITY OR COLLEGIATE AFFILIATION

THE MESSAGE FOR THIS PROGRAM TO HARVARD UNIVERSITY

The Officers and Faculty of the School of Nursing of the Massachusetts General Hospital have for some time felt the need of a university affiliation. Because the Hospital is most closely associated with Harvard University, and because many of the members of the Harvard Medical School Faculty are also part-time instructors in the School of Nursing, it seemed logical that the first approach to a college should be to the one with which the School was most closely associated, Harvard University, and good professional training and good practical training and nursing service. The School of Nursing of the Massachusetts General Hospital has for some time felt the need of a university affiliation.

THE NEED FOR A UNIVERSITY AFFILIATION FOR THE SCHOOL OF NURSING

The realization that the School of Nursing could not continue on a sound educational basis without some direct affiliation from an educational institution in its own standing, and that other hospital schools of nursing with comparable standing have already made the change. The New Haven School has become the Yale University School; the Presbyterian in New York is the Division of Nursing in the College of Physicians and Surgeons; the New York Hospital School of Nursing is now a school within Cornell University; Bellevue Hospital School of Nursing is now a division of New York University Medical School; Lakeside Hospital School in Cleveland has become an independent school in Western Reserve University; Johns Hopkins School of Nursing has a close relationship with the Johns Hopkins University and is studying the possibility of a closer affiliation. And evolution means today including the

of the Massachusetts General Hospital, it is impossible to continue since the inception in 1875, until recently, the Massachusetts General Hospital School has maintained a place of leadership. It has provided teachers and administrators for schools of nursing in all states of the Union and in many countries abroad. It has given the basic education to many leaders in the field of public health nursing. Today the proportion of the graduates prepared for work in the field of nursing is increasing. Development in general education, medical sciences, health education, and community service demand a nurse with a broader general and professional preparation than the Hospital School of Nursing can give without association with a friendly educational institution. It is true that the nurse for student or the good student entering the School of Nursing with advanced preparation may still progress to positions of leadership. But the student with two years of college work after today chooses to enter a collegiate school of nursing where she can be assured an education comparable in opportunities for personal and professional growth to that offered to women in other professions.

THE SUPPLY AND DEMAND FOR COLLEGE-TRAINED NURSES

There are 1300 schools of nursing in the United States today, approximately 100 of which have some type of University relationship. In spite of this rapid development there seems no probability of an over-supply of the college-trained nurses. In 1941, only 6%, or approximately 1300 of the 22,000 nurses graduated, were from well-established university schools. The existing

collegiate schools of nursing in New England, even when supplemented by those in eastern New York State, are inadequate to meet the demands for teaching, supervisory, or administrative positions. Simmons College first offered a 5-year degree program in 1917. The Yale University School which began with a two year college entrance requirement in 1923, was reorganized in 1935 to admit only college graduates and grant only the master's degree in nursing. During the past few years, Pembroke College and the Universities of Maine and New Hampshire have offered pre-nursing courses. The University of California first announced such a plan in 1942.

THE READINESS OF THE MASSACHUSETTS GENERAL HOSPITAL SCHOOL FOR UNIVERSITY AFFILIATION

The Clinical Field

A school of nursing differs from other professional schools in that the student secures a kind of internship while she receives her basic instruction. Unless the clinical preparation is broad and strong, the course can not be educationally sound regardless of the excellences of the pre-professional study. The Massachusetts General Hospital provides one of the outstanding practice fields for nursing in New England, superior to that provided for any of the existing collegiate schools.

The Faculty Preparation

The Massachusetts General Hospital School of Nursing has a nursing faculty capable of planning and teaching a curriculum for students with preparation beyond high school. In addition to instructors in medical science, it is privileged to have the services of women with rich backgrounds of preparation and experience in the related fields of social service and dietetics. Of the 325 students now in the school, 8 % are college graduates and 30 1/4 % more have one or two years of college preparation. The School also receives affiliating students from the Simmons College School of Nursing for one year of instruction and clinical practice in medical and surgical nursing. All of these students have completed 2 1/2 years at Simmons College before beginning the affiliation.

The Curriculum

The curriculum now in operation is the result of constant study and revision. Graduates of the School may be licensed to practice in every State of the Union. Alumnae without previous college study are granted approximately 1 1/2 years advances standing in colleges where the nursing major is offered. Some of these colleges are Simmons College, Boston University School of Education, Teachers College in Columbia University, Western Reserve University and the University of Chicago. Although this college credit has enabled the School to draw in many applicants with some college preparation, it does not make up for the inability to give a broad general program or to award a degree on completion of the course. The student in a university school of nursing receives both a diploma in nursing and a degree at the end of 5 years' study. The student with two years of college who enters the Massachusetts General School must remain in the nursing school for three years in order to secure her diploma. (This is a requirement of the State Board of Registration of Nurses.) She will be required to add at least 1 year and perhaps more of college study to secure a degree. She thereby spends 6 or more years in the acquisition of her diploma and degree.

collegiate schools of nursing in New England, even when they were established by State in eastern New York State, and inadequate to meet the demands for teaching, supervisory, or administrative positions. Simmons College first offered a 4-year degree program in 1917. The Yale University School of Nursing which began with a two-year college entrance requirement in 1923, was reorganized in 1935 to admit only college graduates and grant only the master's degree in nursing. During the next few years, Bryn Mawr College and the University of Maine and New Hampshire have offered pre-nursing courses. The University of California first announced such a plan in 1940.

THE NURSING OF THE MASSACHUSETTS GENERAL HOSPITAL SCHOOL FOR UNIVERSITY ABOLITION

The Clinical Field

A school of nursing differs from other professional schools in that the student assumes a kind of internship while she receives her basic instruction. Unless the clinical preparation is broad and strong, the course can not be educationally sound regardless of the excellence of the pre-professional study. The Massachusetts General Hospital provides one of the outstanding practices fields for nursing in New England, superior to that provided for any of the existing collegiate schools.

The Faculty Preparation

The Massachusetts General Hospital School of Nursing has a nursing faculty composed of nursing and teaching a curriculum for students with preparation beyond high school. In addition to instruction in medical science, it is privileged to have the services of women with rich backgrounds of preparation and experience in the related fields of social service and dietetics. Of the 300 students now in the school, 85 are college graduates and 30-35 more have one or two years of college preparation. The school also receives affiliating students from the Simmons College School of Nursing for one year of instruction and clinical practice in medical and surgical nursing. All of these students have completed 25 years of education before beginning the affiliation.

The Curriculum

The curriculum now in operation is the result of constant study and revision. Graduates of the school may be licensed to practice in every State of the Union. Although without previous college study are granted approximately 15 years advanced standing in colleges where the nursing major is offered. Some of these colleges are Simmons College, Boston University School of Education, Teachers College in Columbia University, Western Reserve University and the University of Chicago. Although this college credit has enabled the school to draw in new applicants with some college preparation, it does not make up for the inability to give a broad general program or to award a degree in nursing. The student in a university school of nursing receives both a diploma in nursing and a degree at the end of 4 years' study. The student with two years of college who enters the Massachusetts General Hospital must remain in the nursing school for three years in order to secure her diploma. (This is a requirement of the State Board of Registration of Nurses.) She will be required to add at least 1 year and perhaps more of college study to secure a degree. The faculty require 2 or more years in the acquisition of her diploma and degree.

THE BENEFIT OF A UNIVERSITY AFFILIATION TO OTHER HOSPITAL GROUPS ASSOCIATED WITH THE SCHOOL OF NURSING

The standards maintained by a school of nursing influence all other professional groups working or studying in the hospital. A school which admits only applicants with meager educational background will produce a graduate nursing service with limited ability to keep pace with associated professional groups of higher educational status. In the Massachusetts General Hospital, the dietetic, social service and medical groups are very dependent for good internship and good professional practice upon the standard set by the Nursing School and Nursing Service. Unless the Nursing School can continue to attract a goodly number of students of the right educational and personal calibre, the Hospital can not provide the best practice field. Such a lack will effect most adversely the experience of medical students and internes since medicine and nursing are most closely associated. A member of the Yale Corporation states that the Yale School of Nursing has been a real asset to Yale University and especially the Medical School. Closest association of medical student and nursing student in education has resulted and will result in more mutual respect for each other's knowledge and ability and more effective coordination of medical and nursing practise.

THE NEED FOR BOTH THREE YEAR AND FIVE YEAR COURSES

Because of the national and civilian needs today including the need of the Massachusetts General Hospital, it is impossible to consider any plan which would decrease the enrollment of the School of Nursing. The three-year diploma course which will supply nurses most rapidly for Hospital, civilian and army service, must be continued and in so far as possible the enrollment of this diploma course must be increased. The university affiliation is sought as a meant of attracting another group of students who can continue in teaching, supervision, and other positions of leadership. With the great development in nursing schools under the pressure of the war, with the new developments which are constantly added in medical science and with the need for highly trained workers for post-rehabilitation, the urgency of a university affiliation is only the more strongly emphasized now. We can not conscientiously lay the project aside until the present national emergency has passed.

The standards maintained by a school of nursing influence all other professional groups working or studying in the hospital. A school which admits only applicants with superior educational background will produce graduates having service with limited ability to keep pace with associated professional groups of higher educational status. In the Massachusetts General Hospital, the biologic, social service and medical groups are very dependent for good internship and good professional practice upon the standards set by the nursing school and nursing service. Unless the nursing school can maintain to attract a quality number of students of the right educational and personal caliber, the hospital can not provide the best graduate field. Such a lack will affect most adversely the experience of medical students and interns since medicine and nursing are most closely associated. A member of the Yale Corporation states that the Yale School of Nursing has been a real asset to Yale University and especially the Medical School. Closest association of medical student and nursing student in education has resulted and will result in more mutual respect for each other's knowledge and ability and more effective coordination of medical and nursing practice.

THE NEED FOR BOTH THREE YEAR AND FIVE YEAR COURSES

Because of the national and civilian needs today maintaining the need of the Massachusetts General Hospital, it is impossible to consider any plan which would decrease the enrollment of the School of Nursing. The three-year diploma course which will supply nurses most readily for hospital, civilian and army service, must be continued and in so far as possible the enrollment of this diploma course must be increased. The university affiliation is sought as a means of attracting another group of students who can continue in teaching, supervision, and other positions of leadership. With the great development in nursing schools under the pressure of the war, with the new developments which are constantly what in medical science and with the need for highly trained workers for post-rehabilitation, the urgency of a university affiliation is only too strongly emphasized now. We can not conveniently lay the project aside until the present national emergency has passed.

RELATIVE TO AN AFFILIATION WITH AN EDUCATIONAL INSTITUTION

Sm. J. Plan

The two plans which follow are presented for consideration before the Conference with Dean Chase. A PLAN FOR A UNIVERSITY AFFILIATION discussion with Dean Chase. This plan is selected because it appears to offer the opportunities sought for the Massachusetts General Hospital School. It establishes an affiliation with an educational institution but at the same time it maintains

Since the School of Nursing is organized and staffed to give instruction on the under-graduate level, this step to establish an affiliation with an educational institution is planned in terms of a university or college prepared and/or interested in developing a course on the under-graduate level.

The plan below follows in general the patterns of other schools of nursing associated with universities where there is an under-graduate college for women. An arrangement or contract is made with the women's college whereby the college and a school of nursing jointly offer a five year course. The college awards the degree and the affiliated hospital school of nursing gives the diploma.

The plan is directed by a committee consisting of representatives from both college and hospital school of nursing. An affiliation with an educational institution is planned in terms of a university or college prepared and for a nurse selected by the committee and appointed jointly by college and hospital nursing school, administers the program.

Two plans are suggested for consideration. These plans follow in general the patterns of other schools of nursing where there is an undergraduate college for women. Other teaching appointments in the clinical field are also joint appointments.

The college is responsible for courses within the college financially and academically.

The school of nursing is responsible for courses within the clinical field financially and academically. The college awards the degree and the affiliated hospital school of nursing gives the diploma.

All courses are subject to the approval of the joint committee which directs the program as a whole.

The plan is directed by a committee consisting of representatives from both college and hospital nursing school.

A nurse selected by the committee and appointed jointly by college and hospital nursing school administers the program.

Other teaching appointments in the clinical field are also joint appointments.

The college is responsible for courses within the college financially and academically.

The school of nursing is responsible for courses within the clinical field financially and academically.

All courses are subject to the approval of the joint committee which directs the program as a whole.

A PLAN FOR A UNIVERSITY AFFILIATION

Since the School of Nursing is organized and staffed to give instruction on the under-graduate level, this step to establish an affiliation with an educational institution is planned in terms of a university or college prepared and/or interested in developing a course on the under-graduate level.

The plan below follows in general the pattern of other schools of nursing associated with universities where there is an under-graduate college for women. An arrangement or contract is made with the women's college whereby the college and a school of nursing jointly offer a five year course. The college awards the degree and the affiliated hospital school of nursing gives the diploma.

The plan is directed by a committee consisting of representatives from both college and hospital school of nursing.

A nurse selected by the committee and appointed jointly by college and hospital nursing school, administers the program.

Other teaching appointments in the clinical field are also joint appointments.

The college is responsible for courses within the college financially and academically.

The school of nursing is responsible for courses within the clinical field financially and academically.

All courses are subject to the approval of the joint committee which directs the program as a whole.

RELATIVE TO AN AFFILIATION WITH AN EDUCATIONAL INSTITUTION*Pres. Lent McCaffrey*

The two plans which follow are presented for consideration before the Conference with Dean Chase. Plan I has been prepared for the discussion with Dean Chase. This plan is selected because it appears to offer the opportunities sought for the Massachusetts General Hospital School. It establishes an affiliation with an educational institution but at the same time it maintains the autonomy of the M.G.H. School. It provides the opportunity for students who wish to secure the degree but at the same time it safeguards the present three year course which supplies nursing service for the Hospital and the Community.

A committee with representatives from the college and the hospital practices Plan II is intended now for information only. Unless both the college and the hospital were willing to merge the M.G.H. with the collegiate school and to continue the present diploma course such a plan would be detrimental to the M.G.H. school since it would only serve to set up another collegiate school with which we would have to compete.

Since the school of nursing is organized and staffed to give instruction on the undergraduate level, this step to establish an affiliation with an educational institution is planned in terms of a university or college prepared and/or interested in developing a course on the undergraduate level.

Two plans are suggested for consideration. These plans follow in general the patterns of other schools of nursing associated with universities where there is an undergraduate college for women.

Plan I.

An arrangement with the women's college whereby the college and a school of nursing jointly offer a five year course. The college awards the degree and the affiliated hospital school of nursing gives the diploma.

The plan is directed by a committee consisting of representatives from both college and hospital nursing school.

A nurse selected by the committee and appointed jointly by college and hospital nursing school administers the program.

Other teaching appointments in the clinical field are also joint appointments.

The college is responsible for courses within the college financially and academically.

The school of nursing is responsible for courses within the clinical field financially and academically.

All courses are subject to the approval of the joint committee which directs the program as a whole.

RELATIVE TO AN AFFILIATION WITH AN EDUCATIONAL INSTITUTION

The two plans which follow are presented for consideration before the conference with Dean Chase. Plan I has been prepared for the discussion with Dean Chase. This plan is selected because it appears to offer the opportunities sought for the Massachusetts General Hospital School. It establishes an affiliation with an educational institution but at the same time it maintains the autonomy of the M.G.H. School. It provides the opportunity for students who wish to secure the degree but at the same time it safeguards the present three year course which supplies nursing service for the Hospital and the Community.

Plan II is intended now for information only. Unless both the college and the hospital were willing to merge the M.G.H. with the college school and to continue the present diploma course such a plan would be detrimental to the M.G.H. school since it would only serve to set up another college school with which we would have to compete.

Since the school of nursing is organized and staffed to give instruction on the undergraduate level, this step to establish an affiliation with an educational institution is planned in terms of a university or college prepared and/or interested in developing a course on the undergraduate level.

Two plans are suggested for consideration. These plans follow in general the pattern of other schools of nursing associated with universities where there is an undergraduate college for women.

Plan I.

An arrangement with the women's college whereby the college and a school of nursing jointly offer a five year course. The college awards the degree and the affiliated hospital school of nursing gives the diploma.

The plan is directed by a committee consisting of representatives from both college and hospital nursing school.

A nurse selected by the committee and appointed jointly by college and hospital nursing school administers the program.

Other teaching appointments in the clinical field are also joint appointments.

The college is responsible for courses within the college financially and academically.

The school of nursing is responsible for courses within the clinical field financially and academically.

All courses are subject to the approval of the joint committee which directs the program as a whole.

Harvard Medical School
Boston, Mass.

Office of the Dean

Plan II.

An arrangement with the university whereby a school of nursing is established as an independent school in the university. The college awards the degree and the diploma in nursing.

Such a school is organized in general like other schools in the university.

A committee with representatives from the college and the hospital practice field directs the program.

Dr. H. W. Faxon

Massachusetts General Hospital
Boston The finances of the school are the responsibility of the university, but the hospital pays the college for student service in the clinical field, thereby assisting with the expenses of the school.

Dear Kate

A nurse recommended by the committee is appointed by the university and given faculty rank essential to the organization and sound development of the school.

the Administrative Board on June 15, 1944 which considered Dr. Dean's statement with regard to a projected joint instruction between the Massachusetts General Hospital and the college. All instructors in the college or in the clinical field are members of the college faculty.

There was some discussion and members of the Board informally expressed their idea that such a liaison would be useful and authorized the Dean to convey this rather general reaction to you and to Miss Constock.

Very sincerely yours,

(Signed)

C. Sidney Burrill, M. D.

CSE:MM

Plan II.

An arrangement with the university whereby a school of nursing is established as an independent school in the university. The college awards the degree and the diploma in nursing.

Such a school is organized in general like other schools in the university.

A committee with representatives from the college and the hospital practice field directs the program.

The finances of the school are the responsibility of the university, but the hospital pays the college for student services in the clinical field, thereby assisting with the expenses of the school.

A nurse recommended by the committee is appointed by the university and given faculty rank essential to the organization and sound development of the school.

All instructors in the college or in the clinical field are members of the college faculty.

C O P Y

Harvard Medical School
Boston, Mass. Cambridge, Massachusetts

Office of the Dean

Office of the President

December 17, 1942
December 10, 1942

A long time ago Miss Johnson, Miss Hall,
Dr. N. W. Faxon her representatives of the training
Massachusetts General Hospital the Massachusetts
Boston, Mass. General and Peter Bent Brigham hospitals

Dear Nat: convinced me that unusual facilities existed
here for giving nurses' training of such
thoroughness and on such a level as to be

No formal action was taken by the Medical School at
the meeting of the Administrative Board on June 12, 1941 which
considered Dr. Means' statement with regard to a projected
joint undertaking between the Massachusetts General Hospital
Training School and Radcliffe College. the degree-granting

institution and should assume responsibility
There was some discussion and members of the Board
informally expressed their idea that such a liason would be
useful and authorized the Dean to convey this rather general
reaction to you and to Miss Comstock.

However, a nurses'
training school should be established in
connection with the Radcliffe would, I feel sure, be glad to open
its courses to students enrolled as candidates
for the degree and to (Signed) never other
cooperation lay within C. Sidney Burwell, M. D.

Very sincerely yours,

CSB:MM

The above was attached to the following letter:

Dear Miss Johnson:

I hope this covers the ground you had in mind.

Best wishes to you in your endeavor.

Sincerely yours,

Signed - Ada L. Comstock

Office of the Dean

Harvard Medical School
Boston, Mass.

December 10, 1942

Dr. W. W. Faxon
Massachusetts General Hospital
Boston, Mass.

Dear Sir:

No formal action was taken by the Medical School at the meeting of the Administrative Board on June 12, 1941 which considered Dr. Means' statement with regard to a projected joint undertaking between the Massachusetts General Hospital Training School and Radcliffe College.

There was some discussion and members of the Board informally expressed their idea that such a liaison would be useful and authorized the Dean to convey this rather general reaction to you and to Miss Comstock.

Very sincerely yours,

(Signed)
C. Sidney Burwell, M. D.

CSB:MM

S. Johnson

C O P Y

Harvard Medical School
Boston, Mass. RADCLIFFE COLLEGE
Cambridge, Massachusetts

Office of the Dean

Office of the President

December 17, 1942

December 10, 1942

Dr. A. W. Massachusetts
Boston, Ma
Dear Nat:
the meeting
considered
joint under
Training S
informally
useful and
reaction to

Along time ago Miss Johnson, Miss Hall,
and other representatives of the training
schools for nurses in the Massachusetts
General and Peter Bent Brigham hospitals
convinced me that unusual facilities existed
here for giving nurses' training of such
thoroughness and on such a level as to be
worthy of a degree. The questions are those
of program and organization and of respon-
sibility for the granting of the degree.
It has been suggested a number of times that
Radcliffe College should be the degree-granting
institution and should assume responsibility
for the academic part of the training program.
Under the Radcliffe charter the giving of
such a degree, unless Harvard also gave one,
would be impossible. If, however, a nurses'
training school should be established in
connection with the Harvard Medical School,
Radcliffe would, I feel sure, be glad to open
its courses to students enrolled as candidates
for the degree and to give whatever other
cooperation lay within its power.

CSB:MM

The above was attached to the following letter:

Dear Miss Johnson:

I hope this covers the ground you had in mind.

Best wishes to you in your endeavor.

Sincerely yours,

Signed - Ada L. Comstock

HARVARD RADCLIFFE COLLEGE
Cambridge, Massachusetts

Office of the President

December 17, 1942

A long time ago Miss Johnson, Miss Hall, and other representatives of the training schools for nurses in the Massachusetts General and Peter Bent Brigham hospitals convinced me that unusual facilities existed here for giving nurses' training of such thoroughness and on such a level as to be worthy of a degree. The questions are those of program and organization and of responsibility for the granting of the degree. It has been suggested a number of times that Radcliffe College should be the degree-granting institution and should assume responsibility for the academic part of the training program. Under the Radcliffe charter the giving of such a degree, unless Harvard also gave one, would be impossible. If, however, a nurses' training school should be established in connection with the Harvard Medical School, Radcliffe would, I feel sure, be glad to open its courses to students enrolled as candidates for the degree and to give whatever other cooperation lay within its power.

The above was attached to the following letter:

Dear Miss Johnson:

I hope this covers the ground you had in mind.

Best wishes to you in your endeavor.

Sincerely yours,

Signed - Ada L. Comstock

MEETING OF THE SPECIAL COMMITTEE TO CONSIDER AN AFFILIATION
 Harvard Medical School
 Boston, Mass.

Office of the Dean

PREFACE

At a meeting of the Advisory Committee to the School of Nursing
 held June 26, 1942, I presented the following for consideration:
 December 10, 1942

1. That this School seek an affiliation with an educational
 institution which has power to grant an academic degree to the
 graduates of this School.

Dr. N. W. Faxon
 Massachusetts General Hospital
 Boston, Mass.

3. That this approach be made after a Committee has been appointed
 Dear Nat: and given time to study the various factors involved in such
 an affiliation.

No formal action was taken by the Medical School at
 the meeting of the Administrative Board on June 12, 1941 which
 considered Dr. Means' statement with regard to a projected
 joint undertaking between the Massachusetts General Hospital
 Training School and Radcliffe College.

There was some discussion and members of the Board
 informally expressed their idea that such a liason would be
 useful and authorized the Dean to convey this rather general
 reaction to you and to Miss Comstock.

Very sincerely yours,

The following months were crowded with extra work relative to the
 admission of a summer class, the (Signed)
 C. Sidney Burwell, M. D.
 the extreme shortage of nurses at the time, studies required for
 the adjustment of salaries, the preparation of the 1943 Budget, and the
 CSB:MM of the curriculum and report of that analysis to a special committee
 of the Advisory Committee.

During these months we heard rumblings of the creation of a University
 School at Clark University in Worcester, and another at the Connecticut University.
 During these months, however, we heard little of plans for government-supported
 collegiate schools in New England.

On November 30, Miss Sleeper, as Special Consultant to the Nursing
 Committee of the United States Public Health Service, received a letter from
 the Senior Consultant in Nursing Education of the United States Public Health
 Service. In this letter we were told that a representative of her committee
 would come to New England on December 14th to consult with Miss Sleeper before
 studying the possibility of establishment of collegiate schools of nursing
 through a centralization of local facilities. This consultant, Miss Jenney,

COPY

Office of the Dean

Harvard Medical School
Boston, Mass.

December 10, 1942

Dr. N. W. Faxon
Massachusetts General Hospital
Boston, Mass.

Dear Sir:

No formal action was taken by the Medical School at the meeting of the Administrative Board on June 12, 1941 which considered Dr. Means' statement with regard to a projected joint undertaking between the Massachusetts General Hospital Training School and Radcliffe College.

There was some discussion and members of the Board informally expressed their idea that such a liaison would be useful and authorized the Dean to convey this rather general reaction to you and to Miss Comstock.

Very sincerely yours,

(Signed)
C. Sidney Burwell, M. D.

CSB:MM

MEETING OF THE SPECIAL COMMITTEE TO CONSIDER AN AFFILIATION

WITH AN EDUCATIONAL INSTITUTION
 is planning to visit Clark University, Boston University, and the University of Connecticut (in Storrs, near Willimantic). This letter made us spring into action.

PROLOGUE

It was our opinion that we could not delay taking up the matter of affiliation. At a meeting of the Advisory Committee to the School of Nursing held June 26, 1942, I presented the following recommendations for consideration: made even before the study of costs and before tentative plans of organization were made.

1. That this School seek an affiliation with an educational institution which has power to grant an academic degree to the graduates of this School.

PURPOSE OF THE AFFILIATION

2. That the first approach be made with the proper authorities be presented by at Harvard University, for a recommendation from this committee to the full Board of Trustees on Friday morning, December 12th.
3. That this approach be made after a Committee has been appointed and given time to study the various factors involved in such an affiliation.

In the absence of Miss Dumaine, Mr. Gray was Acting Chairman. A committee was appointed to study the recommendations. Members are Mr. Gray, Miss Dumaine, Dr. Means, Miss Mesick, Mrs. Homans, and, ex officio, Dr. Faxon, Miss Johnson, and Miss Sleeper.

This recommendation was presented to the Board of Trustees and on June 26, 1942, the trustees

VOTED: That the action suggested in the vote of the Advisory Committee be approved subject to a report of the special committee to the full Board.

The following months were crowded with extra work relative to the admission of a summer class, the efforts made to admit a large fall class, the extreme shortage of nurses at the Baker Memorial, studies required for the adjustment of salaries, the preparation of the 1943 Budget, and the analysis of the curriculum and report of that analysis to a special committee of the Advisory Committee.

During these months we heard rumblings of the creation of a University School at Clark University in Worcester, and another at the Connecticut University. During these months, however, we heard little of plans for government-supported collegiate schools in New England.

On November 30, Miss Sleeper, as Special Consultant to the Nursing Committee of the United States Public Health Service, received a letter from the Senior Consultant in Nursing Education of the United States Public Health Service. In this letter we were told that a representative of her committee would come to New England on December 14th to consult with Miss Sleeper before studying the possibility of establishment of collegiate schools of nursing through a centralization of local facilities. This consultant, Miss Jenney,

Dec. 9, 1942

MEETING OF THE SPECIAL COMMITTEE TO CONSIDER AN AFFILIATION
WITH AN EDUCATIONAL INSTITUTION

PROLOGUE

At a meeting of the Advisory Committee to the School of Nursing held June 28, 1942, I presented the following recommendations for consideration:

1. That this School seek an affiliation with an educational institution which has power to grant an academic degree to the graduates of this School.

2. That the first approach be made with the proper authorities at Harvard University.

3. That this approach be made after a Committee has been appointed and given time to study the various factors involved in such an affiliation.

In the absence of Miss Dumaine, Mr. Gray was Acting Chairman. A committee was appointed to study the recommendations. Members are Mr. Gray, Miss Dumaine, Dr. Means, Miss Mesick, Mrs. Homans, and, ex officio, Dr. Paxson, Miss Johnson, and Miss Sleeper.

This recommendation was presented to the Board of Trustees and on June 28, 1942, the trustees

VOTED: That the action suggested in the vote of the Advisory Committee be approved subject to a report of the special committee to the full Board.

The following months were crowded with extra work relative to the admission of a summer class, the efforts made to admit a large fall class, the extreme shortage of nurses at the Baker Memorial, studies required for the adjustment of salaries, the preparation of the 1943 Budget, and the analysis of the curriculum and report of that analysis to a special committee of the Advisory Committee.

During these months we heard rumblings of the creation of a University School at Clark University in Worcester, and another at the Connecticut University. During these months, however, we heard little of plans for government-supported collegiate schools in New England.

On November 30, Miss Sleeper, as Special Consultant to the Nursing Committee of the United States Public Health Service, received a letter from the Senior Consultant in Nursing Education of the United States Public Health Service. In this letter we were told that a representative of her committee would come to New England on December 14th to consult with Miss Sleeper before studying the possibility of establishment of collegiate schools of nursing through a centralization of local facilities. This consultant, Miss Tenney,

is planning to visit Bates College, Colby College, Clark University, Boston University, and the University of Connecticut (in Storrs, near Willimantic). This letter made us spring into action.

It was our opinion that we could not delay taking up the matter of affiliation with Harvard University with our Committee to Study Affiliation With Educational Institutions. It was our opinion that an approach must be made even before the study of costs and before tentative plans of organization were made. sent to the Trustees for the Approach to Mr. Conant, was read by the members of the Committee. It had previously been read by Dr. Means.

PURPOSE OF THIS MEETING

The discussion centered around:

The purpose of this meeting is to survey the material which will be presented by Miss Sleeper as the basis for a recommendation from this committee to the full Board of Trustees on Friday morning, December 12th. to professional education - particularly in the present world situation. Today, because of the decreased enrollment in the colleges, they have classrooms, laboratories, instructors, etc. available for this form of professional education.

2. Why we were considering approaching Harvard rather than Radcliffe. Approaches have previously been made to Radcliffe College and to a Committee of the Harvard Medical School. Miss Constock felt that such an affiliation might be possible if certain stumbling blocks could be removed. Certain members of the group at the Medical School were of the opinion that there might be some advantages to such an affiliation. Although these two approaches have been made, it was the consensus of opinion that an approach should be made to Harvard University itself, because, in the main, Harvard provides the instruction for Radcliffe and countersigns the degrees given by Radcliffe College.

After further discussion and as the result of a statement made by Mr. Gray to the effect that President Conant was in Cambridge only two days each fortnight, and, since many of the administrative and other policies had been delegated to Dean Chase, it was deemed advisable to make the first approach to Dean Chase.

In preparation for a conference with Dean Chase, it was recommended that

1. A plan be set up outlining the program for affiliation.

In preparing the plan a contact would be made with Radcliffe to secure the correct interpretation of their policies and program plans.

2. That Dr. Faxon obtain from Dr. Surrall a statement in writing relative to the advisability of establishing an affiliation between the School of Nursing, through Radcliffe, with Harvard.
3. That Miss Johnson obtain from President Constock a statement in writing relative to the possibility of establishing an affiliation between the School of Nursing and Radcliffe.

MEETING OF THE SPECIAL COMMITTEE TO CONSIDER THE
is planning to visit Bates College, Colby College, Clark University, Boston
University, and the University of Connecticut (in Storrs, near Williamstown).
This letter made us spring into action.

It was our opinion that we could not delay taking up the matter of
affiliation with Harvard University with our Committee to Study Affiliation
With Educational Institutions. It was our opinion that an approach must be
made even before the study of costs and before tentative plans of organization
were made. That this board took an affiliation with an educational
institution which was known to have an academic degree in the
PURPOSE OF THIS MEETING

The purpose of this meeting is to survey the material which will be
presented by Miss Steeper as the basis for a recommendation from this committee
to the full Board of Trustees on Friday morning, December 15th.
This approach was made after a committee had been appointed
and given time to study the various factors involved in such
an affiliation.

In the presence of Miss Steeper, Mr. Gray was acting Chairman. A
committee was organized to study the recommendations. Members were Mr. Gray,
Miss Steeper, Mr. Brown, Mr. Johnson, and Mr. Johnson, Jr. Brown,
Miss Johnson, and Miss Steeper.

This recommendation was presented to the Board of Trustees on
June 27, 1925, the following:

WITH: That the action suggested in the report of the committee
be approved subject to a report of the committee
submitted to the full board.

The following minutes were circulated with this report, together with the
explanation of a number of items, the efforts made to secure this action,
the extreme shortage of nurses at the Bates Hospital, the request for
the adjustment of salaries, the proposition of the 1925 budget, and the
analysis of the curriculum and report of that analysis to a special committee
of the advisory Committee.

During these months we heard statements of the situation at a University
School at Clark University in Worcester, and spoke at the Connecticut University
during these months, however, we heard little of plans for government and other
collegiate schools in New England.

In November, 1925, Miss Steeper, as Special Representative to the
Committee of the United States Public Health Service, received a letter from
the Senior Consultant in Nursing Education of the United States Public Health
Service. In this letter we were told that a representative of the committee
would come to New England in December 1925 to consult with Miss Steeper
regarding the possibility of establishment of a college school of nursing
through a centralization of local facilities. This committee, the senior

Dec. 9

REPORT OF THE MEETING OF THE SPECIAL COMMITTEE TO CONSIDER AN AFFILIATION
WITH AN EDUCATIONAL INSTITUTION - Held Dec. 9, 1942

Present were Mr. Gray, Miss Mesick, Miss Dumaine (who came late),
Dr. Faxon, Miss Johnson, and Miss Sleeper.

The material entitled Prologue, and the sheets entitled "Materials
to Be Presented to the Trustees for the Approach to Mr. Conant", was read
by the members of the Committee. It had previously been read by Dr. Means.

The discussion centered around:

1. Why any University might favorably consider such an affiliation.

The substance of the reply was that many colleges were of the
opinion that they should make this contribution to professional
education - particularly in the present world situation.
Today, because of the decreased enrollment in the colleges,
they have classrooms, laboratories, instructors, etc. available
for this form of professional education.

2. Why we were considering approaching Harvard rather than Radcliffe.

Approaches have previously been made to Radcliffe College and
to a Committee of the Harvard Medical School. Miss Comstock
felt that such an affiliation might be possible if certain
stumbling blocks could be removed. Certain members of the
group at the Medical School were of the opinion that there
might be some advantages to such an affiliation.

Although these two approaches have been made, it was the con-
sensus of opinion that an approach should be made to Harvard
University itself, because, in the main, Harvard provides the
instruction for Radcliffe and countersigns the degrees given
by Radcliffe College.

After further discussion and as the result of a statement made by
Mr. Gray to the effect that President Conant was in Cambridge only two days
each fortnight, and, since many of the administrative and other policies had
been delegated to Dean Chase, it was deemed advisable to make the first approach
to Dean Chase.

In preparation for a conference with Dean Chase, it was recommended
that

1. A plan be set up outlining the program for affiliation.
In preparing the plan a contact would be made with Radcliffe
to secure the correct interpretation of their policies and
program plans.
2. That Dr. Faxon obtain from Dr. Burwell a statement in writing
relative to the advisability of establishing an affiliation
between the School of Nursing, through Radcliffe, with Harvard.
3. That Miss Johnson obtain from President Comstock a statement in
writing relative to the possibility of establishing an affiliation
between the School of Nursing and Radcliffe.

REPORT OF THE MEETING OF THE SPECIAL COMMITTEE TO CONSIDER AN AFFILIATION
WITH AN EDUCATIONAL INSTITUTION - Held Dec. 6, 1942

Present were Mr. Gray, Miss Masick, Miss Manning (who came late),
Dr. Faxon, Miss Johnson, and Miss Sleeper.

The material entitled "Prologue" and the sheets entitled "Materials
to be presented to the Trustees for the approach to Mr. Conant" were read
by the members of the Committee. It had previously been read by Dr. Faxon.

The discussion centered around:
1. Why any University might favorably consider such an affiliation.
The substance of the reply was that many colleges were of the
opinion that they should make this contribution to professional
education - particularly in the present world situation.
Today, because of the decreased enrollment in the colleges,
they have classrooms, laboratories, instructors, etc. available
for this form of professional education.

2. Why we were considering approaching Harvard rather than Radcliffe.
Approaches have previously been made to Radcliffe College and
to a Committee of the Harvard Medical School. Miss Gonsky
felt that such an affiliation might be possible if certain
stumbling blocks could be removed. Certain members of the
group at the Medical School were of the opinion that there
might be some advantages to such an affiliation.
Although these two approaches have been made, it was the con-
sensus of opinion that an approach should be made to Harvard
University itself, because, in the main, Harvard provides the
instruction for Radcliffe and confers the degrees given
by Radcliffe College.

After further discussion and as the result of a statement made by
Mr. Gray to the effect that President Conant was in Cambridge only two days
each fortnight, and, since many of the administrative and other policies had
been delegated to Dean Chase, it was deemed advisable to make the first approach
to Dean Chase.

In preparation for a conference with Dean Chase, it was recommended

that

1. A plan be set up outlining the program for affiliation.
In preparing the plan a contact would be made with Radcliffe
to secure the correct interpretation of their policies and
program plans.
2. That Dr. Faxon obtain from Dr. Burwell a statement in writing
relative to the advisability of establishing an affiliation
between the School of Nursing, through Radcliffe, with Harvard.
3. That Miss Johnson obtain from President Conant a statement in
writing relative to the possibility of establishing an affiliation
between the School of Nursing and Radcliffe.

C O P Y

Harvard Medical School Radcliffe College
Boston, Mass. Cambridge Massachusetts

Office of the President

December 10, 1942.

Dear Miss Johnson:

I hope this covers the ground you had in mind.

Dr. N.W. Faxon Best wishes to you in your endeavor.
Massachusetts General Hospital
Boston- Mass. Sincerely yours,

Dear Nat:

(Signed)

Miss L. Comstock

Miss Sally J. No formal action was taken by the Medical School at the meeting of the Administrative Board on June 12, 1941 which considered Dr. Means' statement with regard to a projected joint undertaking between the Massachusetts General Hospital Training School and Radcliffe College.

There was some discussion and members of the Board informally expressed their idea that such a liaison would be useful and authorized the Dean to convey this rather general reaction to you and to Miss Comstock.

Office of the President

Very sincerely yours, December 17, 1942.

(Signed)

C. Sidney Burwell, M.D.

A long time ago Miss Johnson, Miss Hall and other representatives of the training schools for nurses in the Massachusetts General and the Peter Bent Brigham hospitals convinced us that unusual facilities existed here for giving nurses' training of such thoroughness and on such a level as to be worthy of a degree. The questions are those of program and organization and of responsibility for the granting of the degree.

It has been suggested a number of times that Radcliffe College should be the degree-granting institution and should assume responsibility for the academic part of the training program.

Under the Radcliffe charter the giving of such a degree, unless Harvard also gave one, would be impossible. If, however, a nurses' training school should be established in connection with the Harvard Medical School, Radcliffe would, I feel sure, be glad to open its courses to students enrolled as candidates for the degree and to give whatever other cooperation lay within its power.

REPORT OF THE BOARD OF THE HARVARD MEDICAL SCHOOL
HARVARD MEDICAL SCHOOL
BOSTON, MASS.

December 10, 1943.

Dr. H.W. Jackson
Massachusetts General Hospital
Boston, Mass.

Dear Sir:

No formal action was taken by the Medical School at the meeting of the Administrative Board on June 12, 1941 which considered Dr. Moen's statement with regard to a projected joint undertaking between the Massachusetts General Hospital Training School and Radcliffe College. It was decided that the Board should be kept advised of the progress of the project. There was some discussion and members of the Board informally expressed their idea that such a project would be useful and authorized the Dean to convey this rather general reaction to you and to Miss Gonsky. Very sincerely yours,

(Signed)

C. Sidney Burwell, M.D.

CCB-M

In preparation for a conference with Dean Jackson, it was recommended that a plan be set up regarding the project for the Medical School. It was suggested that a special committee be set up to handle the project. It was also suggested that the project be handled in a confidential manner. It was further suggested that the project be handled in a confidential manner. It was further suggested that the project be handled in a confidential manner.

What is the emphasis on Biology? Plant or animal? half each

Is there any way a student Radcliffe College her first two years, the required Biology D, Biology 2a & Cambridge Massachusetts rearranged - Biol O first year, 2a + 3a second. 2a does not always come in second semester. The student nurse needs all of these as a basis for both nursing and medical Office of the President are absolutely essential.

December 17, 1942.

Biol O is required of all Biol. students & must be taken

Dear Miss Johnson:

I hope this covers the ground you had in mind.

Best wishes to you in your endeavor.

Sincerely yours,

(Signed)

Ada L. Comstock

Miss Sally Johnson
Nurses' Training School
Massachusetts General Hospital
Boston- Mass.

Radcliffe College
Cambridge - Massachusetts

Office of the President

December 17, 1942.

What of the A long time ago Miss Johnson, Miss Hall, and other representatives of the training schools for nurses in the Massachusetts General and the Peter Bent Brigham hospitals convinced me that unusual facilities existed here for giving nurses' training of such thoroughness and on such a level as to be worthy of a degree. The questions are those of program and organization and of responsibility for the granting of the degree. *does not seem to be removed.*

English can be placed elsewhere but chem A is a full course in high school
It has been suggested a number of times that Radcliffe College should be the degree-granting institution and should assume responsibility for the academic part of the training program. *course*

Under the Radcliffe charter the giving of such a degree, unless Harvard also gave one, would be impossible. If, however, a nurses' training school should be established in connection with the Harvard Medical School, Radcliffe would, I feel sure, be glad to open its courses to students enrolled as candidates for the degree and to give whatever other cooperation lay within its power. *biology*

course a strong one.

Radcliffe College
Cambridge Massachusetts

Office of the President

December 17, 1943.

Dear Miss Johnson:

I hope this covers the ground you had in mind.

Best wishes to you in your endeavor.

Sincerely yours,

(Signed)

Miss Sally Johnson
Nurses' Training School
Massachusetts General Hospital
Boston - Mass.

Radcliffe College

Cambridge - Massachusetts

December 17, 1943.

Office of the President

A long time ago Miss Johnson, Miss Hall, and other representatives of the training schools for nurses in the Massachusetts General and the Peter Bent Brigham hospitals convinced me that unusual facilities existed here for giving nurses' training of such thoroughness and on such a level as to be worthy of a degree. The questions are those of program and organization and of responsibility for the granting of the degree.

It has been suggested a number of times that Radcliffe College should be the degree-granting institution and should assume responsibility for the academic part of the training program.

Under the Radcliffe charter the giving of such a degree, unless Harvard also gave one, would be impossible. If, however, a nurses' training school should be established in connection with the Harvard Medical School, Radcliffe would, I feel sure, be glad to open its courses to students enrolled as candidates for the degree and to give whatever other cooperation lay within its power.

What is the emphasis on Biology? Plant or animal? half each

Is there any way a student could include in her first two years, the required Biology D, Biology 2a and Biology 3a? Yes if rearranged - Biol D first year, 2a + 3a second. 2a does not always come in second semester. The student nurse needs all of these as a basis for both nursing and medical science. The two latter are absolutely essential.

Biol D is required of all biol. students + must be taken

What of the conflict between English A and Chemistry 2 laboratory on Friday 1 - 5?

She can not take Chemistry B because although it is very desirable that does not seem possible to include Physics which is a prerequisite or a parallel requisite.

English can be placed elsewhere ^{or lab could be moved} but chem. A is a full course as is 2. Might take B if had had strong physics course in high school

If chem 1 first year, chem 2 second, question whether Biol 4a could be included. Might be omitted if physiology course a strong one.

Are there any courses in Microbiology which would be suitable? ^{no}
Biology 33 does not seem to give the disease emphasis a nurse should have. *probably*
would not

Not discussed further at moment. If Biol 4a (biol. chem) were
omitted, would allow a 1 semester course.

Must she include a language? If so, when and how much?

Yes should. If has had 2-3 years French or other in H.S.
with one college year might acquire reading ability. This
is the requirement.

Would the courses selected meet the distribution requirement?

With language might or a change might be allowed.

If a nursing affiliation were accepted, is it probable that nursing might be counted as the field of concentration or is it probable that the field of concentration would have to be a Science i.e. Sociology, Biology or Chemistry ?

If the latter, could she meet the college requirements in 3 years with the first two years similar to the plan suggested ?

Nursing would probably have to be the field. Could probably not qualify in any other except social science in the 3 years.

This makes the problem since Harvard has no degree in nursing and Radcliffe follows Harvard in this respect because it receives Harvard degrees. As I understand it, the Radcliffe charter does not permit Radcliffe to set up standards for degrees or give degrees - Harvard sets and Radcliffe recommends students for it or them.

What is the transfer policy ? - not discussed.

After first year especially

Discussion of entrance requirements: not discussed.

Additional notes

Science requests very heavy

Mrs Croublite feels whole problem will hinge largely on Radcliffe Charter and Harvard's reaction.

If school of nursing could only be for men in Harvard College, then Radcliffe could use courses and give degree for women.

Every course in Harvard even engineering now open to women except military science. All taught by Harvard instructors.

Special concessions would have to be made to allow such heavy science, so little fine arts and letters in the course.

Mrs Croublite to confer with Pres. Constock and then call for another conference.

Miss Sleeper

Autonomy

Questions probably discussed at the conference with Mrs. Jordan, Dr. Jordan,
and Dr. Buck

1. Radcliffe's admission requirements
2. The plan for fields of concentration
3. Courses at M. G. H. which would warrant credit toward a degree at Radcliffe
Who teaches them
What is the laboratory, lecture content, etc.? *division in nursing*
How many people? *How many doctors also teach at med school*
4. Why do we feel that it must be a degree from Radcliffe and not an institute?
Continue study toward Master will wish credit. Good applicants will question in comparison Eastern schools
Why not a graduate degree? *not ready for grad level*
Why not the school of public health or the medical school?
(graduate level, do not give degrees to women)
5. If Radcliffe accepted this plan for nurses, why not for library, home ec., etc.
At such a thought, the alumnae of Radcliffe would throw up their hands.
(Nursing would supplement the medical school and the public health)

What would these people advise?

B. A. vs. B. S. - *S.B. would not have Latin or Greek req.*

The leading hospital schools in other cities have made their academic affiliations with the leading colleges and universities.

The only place where women are admitted on the undergraduate level is at Radcliffe, which is purely liberal arts. The undergraduate course for men is at Harvard College.

The professional courses are all graduate level; except in School of Education, women not admitted.

Finances

FEB 5 1943

Massachusetts General Hospital

TRUSTEES

RT. REV. HENRY K. SHERRILL, CHAIRMAN
SEWALL H. FESSENDEN
PHILLIPS KETCHUM
JOHN R. MACOMBER

MISS BETTY DUMAINE
FRANCIS C. GRAY
LINCOLN DAVIS, M. D.
EBEN S. DRAPER

MICHAEL A. FREDO
HENRY R. GUILD
RALPH LOWELL
RT. REV. ROBERT P. BARRY

HENRY R. GUILD, TREASURER
1 FEDERAL STREET

REGINALD GRAY, SECRETARY
50 FEDERAL STREET

CHARLES E. SPEAR, ASS'T. TREASURER
1 FEDERAL STREET

10 Post Office Square
BOSTON, February 4, 1943

Dr. Nathaniel W. Faxon
Massachusetts General Hospital
Fruit Street
Boston, Massachusetts

Dear Dr. Faxon:

I understand from our telephone conversation today that Miss Johnson would like something in writing to confirm the telephone conversation that I had with Dean Chase which I told you about sometime ago.

I called up Dean Chase on another matter and when we were through he said he was planning to write me of the result of his conversation with Mr. Conant on the Massachusetts General Hospital affiliation. I told him it wasn't necessary to write why didn't he tell me. He said that he was sorry that the news wasn't good and that Mr. Conant regarded an affiliation of that sort as entering on the vocational field and was flatly unwilling to consider the matter while the war was on.

Very truly yours,

Francis C. Gray

FCG:Q

DISCUSSION

The Situation

Approx. cost for
Fees for Combined
Course*

1. At present a student entering the M. G. H. school without college may (if she is satisfactory to Simmons) secure her degree in $2\frac{1}{2}$ years, majoring in public health or ward administration.

Total time required - $5\frac{1}{2}$ years. (3 hospital, $2\frac{1}{2}$ college)

\$852.75 to
\$1822.75*

2. A student entering M. G. H. with one year of satisfactory college study may secure her degree in $1\frac{1}{2}$ years with the same major.

Total time required - $5\frac{1}{2}$ years. (1 prenursing college year, 3 hospital, $1\frac{1}{2}$ college)

\$852.75 to
\$1822.75*

3. A student entering with two years of satisfactory college study may secure her degree in one year with the same major.

Total time required - 6 years. (2 prenursing college years 3 hospital, 1 college).

\$1014.50 to
2170.50*

The Problem:

What arrangement could be made to enable the student with two years of good college preparation (which meets Simmons requirements both as to subject matter and as to academic achievement) to secure her degree in a shorter time. We believe the two-year-college entrance requirement is sound, and yet we appear to be penalizing the young woman both as to time and expenditure of money, because we require her to spend six years in study as compared to five and one-half years required of the less well prepared students.

*The smaller figure, in each case, does not include maintenance while the larger does. The cost for the five-year course at Simmons is \$1184.50 to \$2322.50.

Conference with Pres. Jordan

We did not pursue his question relative to numbers.

Was he going to add ~~anything~~ significant?

Possibilities of two programs at Radcliffe or did he mean graduate program at Harvard and undergraduate at Radcliffe?

elasticity
possible but much
planning nec.

What would degree be?

Would we as a professional school have any more active part in the graduate program than in the undergraduate?

expense -
per unit of
instr cost.

What would be the probable difference in our ability to participate in the development of a graduate course at Radcliffe as compared with the School of Public Health?

under
grad sch
in Radcliffe
or Science
affairs

What would President Conant's reaction be to a graduate program? We got the impression that President Conant did not approve of this.

* (Later) Why Radcliffe so interested?

Collegiate School requirements.

Might we mail - - -

12 students per year does not give what we need and we need a 5-year program or the Yale plan.

What would be the possibility for starting with the biology concentration first to see how it can be worked out e.g. if all three concentrations, we must adjust our class schedule and clinical assignment to three different classes 2 - 3 times weekly at Radcliffe and three different tutorial schedules in addition during the 4th year. Makes a program of affiliation almost impossible since we could not expect Boston Lying-In or Community Health Association to adjust to this.

might be pressure from other hosp to admit other students

Tentative Suggestions for a Five Year Plan

Year	Class Program	Clinical Program
College First year 1 hf. 2 hf.	English A Required unless special exam passed Biology D General biology History 1 Chemistry A Inorganic chemistry (Note: What about Foreign Language requirement?) English A (continued) Biology D (continued) History 1 (continued) Chemistry A (continued)	What is normal program? e.g. Could history of nursing be added to 1st or 2nd college years
Second Year 1 hf. 2 hf.	Sociology Aa General Soc. Psychology 1 General psych. Biology 3A Physiology (should follow 2 a) Chemistry 2 Organic chem. Bacteriology needed - none given - Biology 121a+b does not seem to cover content necessary for study of disease Sociology Ab (continued) Psychology 2 Intro. to Dynamic + Soc. Psych. Biology 2a Anatomy Chemistry 2 (continued) (Note: Some contact with the Clinical Field should be included in these two years at the College.) 4 hours - Out-Patient & conference weekly.	How many laboratory courses could a student carry? enrollment limited to 750 12 per year 6 courses 2 of which may be related 4 psych 2 in related 1000 per yr

Redcliffe Hall

Proposed Curriculum for a Five Year Plan

Year	Class	Subject
College First Year	I yr.	English A (specialized unless special exam passed) Biology B General Biology History I Chemistry A Inorganic chemistry (Note: What about foreign language requirement?)
Second Year	I yr.	English A (continued) Biology B (continued) History I (continued) Chemistry A (continued)
	I yr.	Sociology B General Soc. Psychology I General psych. Biology B (continued) (should follow 2 a)
	2 yr.	Chemistry B Organic chem. Microbiology needed - must be given - (should follow 1 a & b) does not seem to cover content necessary for study of disease Psychology B Intro. to Psychol. Soc. Psych. Biology B Advanced Chemistry B (continued) (Note: Some contact with the clinical field should be included in these two years at the College.) 4 hours - Out-patient & conference weekly.

What is normal progression?
 e.g. Old history of nursing be added to 1st college years

How many laboratory courses could a student carry?

12 per year
 12 per year
 12 per year
 12 per year

1000 hrs
 1000 hrs
 1000 hrs
 1000 hrs

Year	Class Program	Clinical Program
Third and Fourth Years beginning July in Hospital	<u>Preclinical term - 12 weeks</u> <u>Fourth Clinical Term - 12 weeks</u> Introduction to Nursing Pediatrics Materia Medica I Contemporary Nursing Normal Nutrition Orientation to Nursing & <u>Fifth Clinical Term - 12 weeks</u> Nursing Ethics Obstetrics History of Nursing	Pediatric Nursing - 12 weeks Obstetric Nursing - 12 weeks
Beginning April	<u>Sixth Clinical Term - 12 weeks</u> <u>First Clinical Term - 16 weeks</u> Psychiatry Medical and Surgical Nursing	Psychiatric Nursing - 12 weeks Medical Nursing - 8 weeks
October	<u>Pathology</u> <u>Clinical Term - 12 weeks</u> Nutrition in Disease Materia Medica II (Courses at the College should be carried during the two years in the Clinical Field.) <u>Second Clinical Term - 16 weeks</u> Choice of Two concentrations Medical and Surgical Nursing including: Operating Room Technique	Surgical Nursing - 8 weeks 8 weeks Medical or Surgical Specialties - Nursing - 4 weeks
July		
Fifth Beginning Year February College	Suggested Orthopedics Biology Neurology chemistry Biology 24 animal histology Biology Urology embryology Physics Sanitation - Biol. 121a + b appear Science to have some of content necessary	Medical Nursing - 8 weeks Therapeutic Diet Kitchen - 4 weeks Surgical Nursing - 4 weeks
Beginning June	<u>Third Clinical Term - 16 weeks</u> Medical & Surgical Nursing including: Communicable Disease Economics & Sociology Eye, Ear, Nose, Throat Sociology 7a Social pathology + Social Policy Home and Community Nursing Sociology 13 Sociology of the Family Social Dietetics Child psychology Vital Statistics A2 Social Hygiene (Not (Vacation 3 weeks) the Clinical Field should be included during this College Year.)	Would this meet concentration Dermatological Nursing - 4 weeks Orthopedic Nursing - 4 weeks Operating Room - 8 weeks

Class Program		Year
Clinical Program	<u>Presidential term - 12 weeks</u>	Third and Fourth Years
	Introduction to Nursing	Fourth Year
	Maternal Medicine I	Beginning
	Normal Nutrition	July in Hospital
	Orientation to Nursing & Nursing Ethics	
	History of Nursing	
	<u>First Clinical Term - 10 weeks</u>	Beginning
	Medical and Surgical Nursing	October
	Pathology	
	Nutrition in Disease	
Clinical Program	Maternal Medicine II	
	<u>Second Clinical Term - 10 weeks</u>	Beginning
	Medical and Surgical Nursing	February
	Including: Operating Room Techniques	
	Orthopedics	
	Neurology	
	Urology	
	7 Sanitation - (Nov 1919 + 10 appear to have some of content necessary)	
	<u>Third Clinical Term - 10 weeks</u>	Beginning
	Medical & Surgical Nursing	June
Clinical Program	Including: Communicable Diseases	
	Eye, Ear, Nose, Throat	
	Home and Community Nursing	
	Social Dietetics	
	Social Hygiene	
	(Vacation 3 weeks)	
	Orthopedic Nursing - 4 weeks	
	Neurological Nursing - 4 weeks	
	Operating Room - 3 weeks	
	Therapeutic Hot Kitchen - 4 weeks	

Year	Class Program	Clinical Program
Beginning October	<u>Fourth Clinical Term - 12 weeks</u> Pediatrics Contemporary Nursing Problems	Pediatric Nursing - 12 weeks
Beginning January	<u>Fifth Clinical Term - 12 weeks</u> Obstetrics	Obstetric Nursing - 12 weeks
Beginning April	<u>Sixth Clinical Term - 12 weeks</u> Psychiatry	Psychiatric Nursing - 12 weeks
Beginning July	<u>Seventh Clinical Term - 12 weeks</u> Public Health (Note: Some courses at the College should be carried during the two years in the Clinical Field.)	Out Patient or Visiting Nursing 8 weeks Medical or Surgical Specialties-Nursing - 4 weeks
Fifth Year College	Choice of Two concentrations I. Physical or Biological Sciences Suggested Courses Biology 4a biological chemistry Biology 24 animal histology Biology 25 animal embryology Physics Math. C Science seminar - at School of Nursing II. Social Science Suggested Courses Economics A Sociology 6b Soc. of the professions Sociology 7a Social pathology + Social policy Sociology 7b " " " " Sociology 13 Sociology of the Family Psychology 34 Child psychology Vital Statistics A2 Science seminar at School of Nursing (Note: Some courses in the Clinical Field should be included during this College Year.)	Would this meet concentration + distribution requirements?

Year	Class Program	Clinical Program
Beginning October	Fourth Clinical Term - 12 weeks Pediatrics Contemporary Nursing Problems	Pediatric Nursing - 12 weeks
Beginning January	Fifth Clinical Term - 12 weeks Obstetrics	Obstetric Nursing - 12 weeks
Beginning April	Sixth Clinical Term - 12 weeks Psychiatry	Psychiatric Nursing - 12 weeks
Beginning July	Seventh Clinical Term - 12 weeks Public Health (Note: Some courses at the College should be carried during the two years in the Clinical Field.) Choice of Two concentrations I. Physical or Biological Sciences Suggested Courses Biology 44 biological chemistry Biology 24 animal histology Biology 25 animal embryology Physics Math. C Science seminar - at School of Nursing II. Social Science Suggested Courses Economics A Sociology 46 Soc. of the professions Sociology 72 Social pathology + social policy Sociology 76 Sociology 13 Sociology of the Family Psychology 34 Child psychology Vital Statistics AS Science seminar at School of Nursing (Note: Some courses in the Clinical Field should be included during this College Year.)	Out Patient or Visiting Nursing 8 weeks Medical or Surgical Specialties - Nursing - 4 weeks
Fifth Year		
College		Would this meet curriculum + distribution requirements?

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Yr	1st College Year								M.G.H.			
d Yr	2nd College Year								Vac.	Nursing Sch. Preclinical Term		
d Yr	Nurs.Sch Preclinc.	First Clinical Term				Second Clinical Term				Third Clinical Term ^{Libe}		
	Ped. Fourth Clinical Term	Obst Fifth Clinical Term				Psych Sixth Clinical Term				Pub. Health Seventh Clinical Term		
	Vac	3rd College Year										

3rd yr - College

0 1 course at MGH - summer MGH

4th yr MGH

0 1 or two courses - - ? summer MGH

5th yr MGH

0 college courses as left

4

4

3

2

2

Yr Sept June College 1915

d Yr College 1915

Radcliffe

1

1. M. G. H. entrant should be able to meet Radcliffe requirements

College Eng	4		4
History	2	{ ancient U.S.	6
Latin	3 or	French 2, Latin 2	or French 3
			9 or 11
Chemistry			10 or 12
Biology			11 or 13
Algebra I or II			12 or 15
Geometry I or Geometry and solid			13 or 17

common electives -
 general science
 exercises or Problems
 Physics

2. Concentration - probably would have to be nursing
 In a concentration every student shall take
 at least 6 courses in one of the recognized
 fields of concentration. (4 usually in one dept
 + only 2 may be courses open to Freshmen.
 Exam in field before graduation)

Biology - Chemistry - Psychology - Social Science
 Sociology

Could be no concentration except in nursing - to
 meet concentration requirements in one of the present
 areas does not seem possible as I understand it.

3. Courses at M.G.H. which would warrant credit toward a degree at Radcliffe

Course	Hours	M.O.	Nurse	Other
Nursing I+II	230			
III (1)			16 (MA) +0	
(2)			15 (MA) BS	
(3)			20 (BS)	
Sanitation			15 (BS)	
Prof Adv I, II, III	50		50 (BS)	
History			14 (MA)	
Nutrition I, II, III	48		48	Obstetrics 48 (BS) S.S. 1 (0)
Medicine I, II, Derm.	62	Dr Schwarz 3 Dr Hall 3 Dr Curtis 8 Dr Sever 1	3 (0)	
Pathology			30	
Pharmacology I, II	53		53 (AB) BS	
Surgery	74	Dr Miller 9 Dr Duggan 14 Dr Walcott 1 Dr Cobb 2 Dr 6	Dr 10 (0) 43 5 (BS) 03 7 (BS) 8 (BA)	Dr 7 (BS) 7 (BS) 2 (0) S.S. 2 (0)
Neuro-Psych	28	Dr Nicholson 6		
Obstetrics	60			
Pediatrics	40	Dr Ross 20 Dr Butler 1	8 (BS)	Dr 1 SS 1
Eye, Ear, Nose, Throat	15	Dr Wauson Dr Johnson 7	5 (0) 1 (BS)	

Given less pressure - courses could be raised

- 3(cont.) Mr Kazanyan Prof of plastic surgery
 Mr G. G. Smith Lecturer on Q.U. Surgery
 Mr Stanley Cobb - Prof of neuropathology
 Mr Allan Butler Assic Prof of Pediatrics

to by doctors

With separate classes for college group could raise level of those courses which do not now warrant degree credit.

4. Would institute certificate give the credit of B.S. so she could go on in teaching & making up undergraduate work?

- * 5. Are courses in Home ec, library, etc needed

Radcliffe entrance requirements (my interpretation)

Old Plan

all 15 units of H.S. course. must
 College Board exams in ~~not less than six units of~~
~~or satisfactory in exams in not less than 6 units.~~
~~the H.S. course~~ (With very high record may take 3 instead of 4)

Course to have been concerned chiefly with
 languages, science, math, and history (no
 one of these to have been omitted and
 two of them to have been pursued
 beyond the elementary stage. i.e.

4 Latin, 3 Greek, 3 French, 3 German
 or 2 years of 2 different languages,
 one year each of 2 histories, 1 year
 each of 2 different sciences, 2 fields
 of advanced math i.e. advanced algebra,
 solid geom. or beyond.

Plan (10) Highest 7th plan

If student in highest 7th for last 2 years

takes no exams except scholastic aptitude

If H.S. course has not included Latin & Greek

must pass college Board exams

in Latin or Greek before after admission

to the college course in Latin or Greek

New Plan (B)

Satisfactory H.S. and College Board Scholastic aptitude. College Board exams in English and 3 other subjects. 2 other exams to include 2 subjects from following Latin 4, French 4, German 4, Math 4, Science 4.
Course to have been concerned chiefly with language, science, math. and history (except in case of exceptional student)

If record does not contain 3 years of Latin or 2 of Greek must pass College Board Exam in Elementary Greek (2 yrs.) or Elementary Latin (3 yrs.) before or after her admission examinations or pass in College appropriate courses in Greek or Latin.

No candidates are admitted on condition

Plan (10) Highest 7th plan.

If student in highest 7th for last 2 years takes no exam except scholastic aptitude

If H.S. course has not included Latin 3 or Greek 2 must pass College Board exams in elem Latin or Greek before or after admission or pass appropriate courses in one of the subjects in

Faculty appointment and standing
Acceptance of women faculty
Requirements
Education
Accomplishment

Credit for technical field work
Amount allowed toward degree

Separate courses for Radcliffe women -
Need for applied science courses for nursing - physical, biological, social
Type of degree specified by Radcliffe

Could e.g. B.S. in nursing be given without
upsetting so many policies now in effect.

Has Radcliffe some arrangement now whereby the
undergraduates get work in education through
graduate School of Education?

Could any comparable arrangement be
developed in nursing (allowing of course
more time for technical courses)

A. How best approach Harvard?

- (1) If Radcliffe were interested, through its President and Board
- (2) Directly through President Conant?
- (3) Through School of Education (which is a graduate school but might have a division of nursing on an undergraduate level)

B. Has Radcliffe any separate schools within the college now? Name - (Peterson M.G.H. Surgeon S.P.H.)

How would the development of a nursing school in Radcliffe be approached?

Who in the Harvard-Radcliffe groups might be sympathetic?

Is there anything in Radcliffe Charter which would prevent development of a technical school within the college?

C. What policies would be involved if Radcliffe were to admit pre-nursing students, accept M.G.H. courses for degree credit, and grant Radcliffe degree to nursing students?

1. Admissions

20 Years at Radcliffe

Miss Ada Louise Comstock has been both an ideal citizen and an educator of high distinction. She would disclaim exclusive credit for the progress Radcliffe College has made during the twenty years of her presidency, but the simple fact is that the institution has achieved the proud place it now holds in the educational world during her administration. The college is far more widely known than when she came to Cambridge in 1923. Miss Comstock has proved herself an administrator of rare ability, never flurried, facing problems squarely and without flinching, making decisions on the basis of calm logic rather than sentiment.

She would refer with pride, no doubt, to the fact that the recent revision of the relations between Harvard and Radcliffe was initiated by Harvard. It amounts to a recognition of the position which Radcliffe has attained during her presidency. The details were worked out during a series of conferences covering several months. The Harvard College and Graduate School faculties of arts and sciences will supply Radcliffe with instruction of the same standards as at Harvard for the attainment of Radcliffe degrees. This supersedes a long-time working arrangement, under which individual Harvard teachers conducted Radcliffe classes.

Miss Comstock does not subscribe to the theory that the proper function of such a school as Radcliffe is that of training students for specific occupations. She believes that the liberal arts college should supply a well-rounded general education, with concentration on some chosen subject, and that specialized training for the future career must come later. She wants young people to learn to think clearly and to acquire a fund of information enabling them to do so. She holds that students should be encouraged to practice the ideals of thoughtful citizens during their school and college life and she has avoided any effort to mould their opinions.

The share she has taken in the public life of the nation is well known. Nobody forgets her work with the Wickersham law enforcement commission, created by President Hoover, but there is a long list of organizations to which she has contributed valuable service. The choosing of her successor will be no easy task.

lled in B. U. Course

ately 40 new students
Boston University's de-
yesterday when the sec-
l wartime intersession
sses.
rollment in all depart-
650 yesterday, although
will continue through
summer school will open
er the direction of Prof.
ercy.

t open any evenings.
Hours: 9:45 to 5:45



20 Years at Radcliffe
Miss Ada Louise Comstock has been both an ideal citizen and an educator of high distinction. She would disclaim exclusive credit for the progress Radcliffe College has made during the twenty years of her presidency, but the simple fact is that the institution has achieved the proud place it now holds in the educational world during her administration. The college is far more widely known than when she came to Cambridge in 1923. Miss Comstock has proved herself an administrator of rare ability, never flurried, facing problems squarely and without flinching, making decisions on the basis of calm logic rather than sentiment.

She would refer with pride, no doubt to the fact that the recent revision of the relations between Harvard and Radcliffe was initiated by Harvard. It amounts to a recognition of the position which Radcliffe has attained during her presidency. The details were worked out during a series of conferences covering several months. The Harvard College and Graduate School faculties of arts and sciences will supply Radcliffe with instruction of the same standards as at Harvard for the attainment of Radcliffe degrees. This supersedes the long-time working arrangement, under which individual Harvard teachers conducted Radcliffe classes.

Miss Comstock does not subscribe to the theory that the proper function of such a school as Radcliffe is that of training students for specific occupations. She believes that the liberal arts college should supply a well-rounded general education with concentration on some chosen subject, and that specialized training for the future career must come later. She wants young people to learn to think clearly and to acquire a fund of information enabling them to do so. She holds that students should be encouraged to practice the ideals of thoughtful citizens during the school and college life and she has avoided any effort to mould their opinions.

The share she has taken in the public life of the nation is well known. Nobody forgets her work with the Wickersham law enforcement commission, created by President Hoover, but there is a long list of organizations to which she has contributed valuable service. The choosing of her successor will be no easy task.

Mr. K.

→ Cort & Howard. M. S. H.

Thinks must include Ch. & P. Bent -

.. necessary courses must be taught
in Rodcliffe.

→ What subjects - in various years -

Subjects of S. College -

.. - Western Reserve -

Explained preparation of our staff -

Stated that graduate's names could

be found - are in existence.

Taught separate sections } S. College
 } 2 yrs college -
 } 1st group small.

What about Manding of

Reading - B.L.D. McLo -

Thinks list of subjects 1943-3 - very expensive

→ Get him. Jordan's reasons - Can R.S. list -

No reply from Dean Burrell -

→ Need Recp from Medical School -

Mr. K. Recp to Dr. M.?

Cort & Hartford -

Trucks - time to back as should -

→ Any Recp from Fed. funds -

Cort & Howard in Rodcliffe

Robert J.
Dunlop
Jr.

- in family dentist -
New York -
W. H. H. H.
Bought -
Lafayette
Company

HARVARD MEDICAL SCHOOL

BOSTON, MASSACHUSETTS

NOV 6 1943

OFFICE OF THE DEAN

November 5, 1943

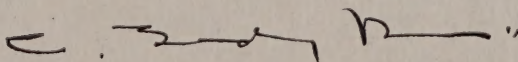
Miss Sally Johnson
Massachusetts General Hospital
School of Nursing
Boston, Massachusetts

Dear Miss Johnson:

I have a note from Dean Chase saying he is quite sure there has been no change in conditions which would make the possibility of an affiliation between the Massachusetts General Hospital School of Nursing and Harvard and/or Radcliffe any more possible than it has been in the past.

I will have a chance to talk to Dean Chase about this and may then report to you further.

Sincerely yours,



CSB:MM

C. Sidney Burwell, M.D.

TENTATIVE SUGGESTION FOR A FIVE YEAR PROGRAM

W. E. RICK SMITH, DONALD FARLEY & RICHARD

Year	Class Program	Clinical Program
First Year College	English A Biology I, II, III - 12 weeks History I Chemistry A or B and Semis II, III	Pediatric Wards - 12 weeks
Second Year College	Sociology Aa, Ab Psychology 1, 2 Chemistry 2 Biology 3a Biology 3b Microbiology	Gynecologic affiliation - 12 weeks Psychiatric affiliation - 12 weeks
Third and Fourth Years - Nursing School beginning in July	<u>Preclinical term - 8 weeks</u> Introduction to Nursing Materia Medica I Nutrition I Professional Adjustments I (Vacation) <u>First Clinical Term - 16 weeks</u> Medical and Surgical Nursing Pathology Nutrition II Materia Medica II History of Nursing <u>Second Clinical Term - 16 weeks</u> Medical and Surgical Nursing including Operating Room Technique Orthopedics Neurology Urology Sanitation <u>Third Clinical Term - 16 weeks</u> Medical and Surgical Nursing including Communicable Disease Eye, Ear, Nose & Throat Nursing III, VI, VII Nutrition III Social Hygiene (Vacation - 3 weeks)	Out-Patient or Community Health - 8 weeks Medical or Surgical Specialties - 8 weeks Medical Wards - 8 weeks Surgical Wards - 8 weeks Medical Wards - 8 weeks Therapeutic Diet Kitchen - 4 weeks Surgical Wards - 4 weeks Dermatologic Wards - 4 weeks Orthopedic Wards - 4 weeks Operating Room - 8 weeks

INTEGRATIVE CURRICULUM FOR A NURSING PROGRAM

Year	Class Program	Class Program
First Year	English A Biology B History I Chemistry A or B and S	
Second Year	Microbiology Biology 2a Biology 2b Chemistry 2 Psychology 1, 2 Sociology 1a, 1b	
Third and Fourth Years - Nursing School Beginning in July	Professional Adjustment I Nutrition I Medical Nutrition I Introduction to Nursing Practical Nurse - 2 weeks	
	First Clinical Year - 12 weeks History of Nursing Medical Nutrition II Nutrition II Pathology Medical and Surgical Nursing	Medical Words - 8 weeks Surgical Words - 8 weeks
	Second Clinical Year - 14 weeks Sanitation Urinary Hematology Orthopedics Operating Room Techniques Medical and Surgical Nursing including	Medical Words - 8 weeks Therapeutics Nutrition - 4 weeks Surgical Words - 4 weeks
	Third Clinical Year - 16 weeks (Infection - 8 weeks) Social Hygiene Nutrition III Nursing III, IV, V First Aid, Home & Travel Communicable Diseases Medical and Surgical Nursing including	Microbiology Words - 4 weeks Orthopedic Words - 4 weeks Operating Room - 4 weeks

HERRICK, SMITH, DONALD, FARLEY & KETCHUM

Year

Class Program

Clinical Program

HALESH, DONALD
J. M. FARLEY
EDWARD A. TAYLOR
PHILIP KETCHUM
EUGENE J. CONNOLLY
BARTLEY HARWOOD
GEORGE H. BLODGETT
HENRY M. GUILD
JOHN T. BOONAN
WARREN D. OLIVER

HAROLD L. CLARK
W. SHEPHERD FELTON
WILLIAM H. GULLIVER, JR.
EDWARD E. ELDER
ROBERT A. THURBER
ALEX. J. McFARLAND
KARL W. BAKER
H. A. McCHIE
HENRY L. WAGSON, JR.
ROBERT S. MOCH
J. C. TAYLOR

FIRST NATIONAL BUILDING
1 FEDERAL STREET
BOSTON 10

Fourth Clinical Term - 12 weeks
Pediatrics
Professional Adjustments II, III

Pediatric Wards - 12 weeks

Fifth Clinical Term - 12 weeks
Obstetrics

November 8, 1913
Obstetric affiliation - 12 weeks

Sixth Clinical Term - 12 weeks
Psychiatry

Psychiatric affiliation - 12 weeks

Miss Sally Johnson
Superintendent of Nurses
Massachusetts Public Health
Boston, Massachusetts

Out-Patient or Community
Health ----- 8 weeks
Medical or Surgical
Specialties ----- 8 weeks

Dear Miss Johnson:

(Vacation)

with Radcliffe in nursing education, pending receiving your preliminary estimate of the annual cost of the program
Fifth Year Social Science Seminar
College the hospital Principles of Teaching

1. Would it be your idea that pupils wishing to take the new course would have to pass all the requirements for entering the regular first year class in Radcliffe?

2. I did not realize that Mr. Conant had already been asked about the proposed combined course. I suggested that it would be very difficult to obtain any Harvard or Radcliffe action towards putting the new course into actual operation before the end of the war, and I got the impression that such an early result might still be hoped for. Hence I am disturbed to find Francis Gray's letter of Feb. 4, 1943 reporting Dean Chase's conversation with Mr. Conant as follows:

"Mr. Conant regarded an affiliation of that sort as entering on the vocational field and was flatly unwilling to consider the matter while the war was on."

I feel pretty sure I can get one interview with Mr. Conant on this subject. I know him well. However, he very definitely means what he says. If my interview is to try to get him to consider this matter during the war, I fear it will fail because he has already told us through Dean Chase flatly that he will not do so. I assume that there has been no remarkable change in circumstances bearing on the question since last February. The only one that occurs to me is perhaps that we will now immediately make another

Year	Class Program	Clinical Program
First Year	<u>General Clinical Term - 12 weeks</u> Professional Subjects I, II, III Rotation	Pediatric Ward - 12 weeks
Second Year	<u>State Clinical Term - 12 weeks</u> Obstetrics Gynecology State Clinical Term - 12 weeks Psychiatry	Gynecologic Clinic - 12 weeks
Third Year	<u>General Clinical Term - 12 weeks</u> Public Health Medical Subjects Professional Subjects I Rotation	Preventive Medicine - 12 weeks
Fourth Year	(Vacation)	Out-patient or Community Health - 8 weeks Medical or Surgical Specialties - 8 weeks
Fifth Year	<u>General Clinical Term - 12 weeks</u> Social Science Principles of Teaching -- -- -- -- -- --	Medical Ward - 8 weeks Surgical Ward - 8 weeks
	<u>General Clinical Term - 12 weeks</u> Internal and Surgical Obstetrics and Gynecology Pediatrics Psychiatry Radiology Pathology	Medical Ward - 8 weeks Surgical Ward - 8 weeks Pediatrics - 8 weeks Obstetrics and Gynecology - 8 weeks Psychiatry - 8 weeks
	<u>General Clinical Term - 12 weeks</u> Internal and Surgical Obstetrics and Gynecology Pediatrics Psychiatry Radiology Pathology	Medical Ward - 8 weeks Surgical Ward - 8 weeks Pediatrics - 8 weeks Obstetrics and Gynecology - 8 weeks Psychiatry - 8 weeks
	<u>General Clinical Term - 12 weeks</u> Internal and Surgical Obstetrics and Gynecology Pediatrics Psychiatry Radiology Pathology	Medical Ward - 8 weeks Surgical Ward - 8 weeks Pediatrics - 8 weeks Obstetrics and Gynecology - 8 weeks Psychiatry - 8 weeks
	<u>General Clinical Term - 12 weeks</u> Internal and Surgical Obstetrics and Gynecology Pediatrics Psychiatry Radiology Pathology	Medical Ward - 8 weeks Surgical Ward - 8 weeks Pediatrics - 8 weeks Obstetrics and Gynecology - 8 weeks Psychiatry - 8 weeks
	<u>General Clinical Term - 12 weeks</u> Internal and Surgical Obstetrics and Gynecology Pediatrics Psychiatry Radiology Pathology	Medical Ward - 8 weeks Surgical Ward - 8 weeks Pediatrics - 8 weeks Obstetrics and Gynecology - 8 weeks Psychiatry - 8 weeks

NOV 9 1943

HERRICK, SMITH, DONALD, FARLEY & KETCHUM

HUGH D. McLELLAN
MALCOLM DONALD
J. W. FARLEY
EDWARD A. TAFT
PHILLIPS KETCHUM
EUGENE T. CONNOLLY
BARTLETT HARWOOD
GEORGE R. BLODGETT
HENRY R. GUILD
JOHN T. NOONAN
WARREN D. OLIVER

FIRST NATIONAL BUILDING
1 FEDERAL STREET

TELEPHONE LIBERTY 4950
CABLE ADDRESS "HESDOF"

BOSTON 10

HAROLD L. CLARK
W. SIDNEY FELTON
WILLIAM H. GULLIVER, JR.
EDWARD E. ELDER
ROBERT R. THURBER
ALEX J. MCFARLAND
KARL W. BAKER
M. A. MICHIE
HENRY L. MASON, JR.
ROBERT G. MOCH
J. E. TARLIN

November 8, 1943

Miss Sally Johnson
Superintendent of Nurses
Massachusetts General Hospital
Boston, Massachusetts

Dear Miss Johnson:

Two other questions about the proposal of combining with Radcliffe in nursing education, pending receiving your very preliminary estimate of the annual cost of the program to the hospital.

1. Would it be your idea that pupils wishing to take the new course would have to pass all the requirements for entering the regular first year class in Radcliffe? yes

2. I did not realize that Mr. Conant had already been asked about the proposed combined course. I suggested that it would be very difficult to obtain any Harvard or Radcliffe action towards putting the new course into actual operation before the end of the war, and I got the impression that such an early result might still be hoped for. Hence I am disturbed to find Francis Gray's letter of Feb. 4, 1943 reporting Dean Chase's conversation with Mr. Conant as follows:

"Mr. Conant regarded an affiliation of that sort as entering on the vocational field and was flatly unwilling to consider the matter while the war was on."

I feel pretty sure I can get one interview with Mr. Conant on this subject. I know him well. However, he very definitely means what he says. If my interview is to try to get him to consider this matter during the war, I fear it will fail because he has already told us through Dean Chase flatly that he will not do so. I assume that there has been no remarkable change in circumstances bearing on the question since last February. The only one that occurs to me is perhaps that we will now immediately make another

NOV 9 1943
HERRICK, SMITH, DONALD, FARLEY & KETCHUM

TO Miss Sally Johnson

FOLIO 2

November 8, 1943

alliance if Radcliffe refuses. I am not sure that such a threat is wise.

Is it good policy to use up my interview to try to get Mr. Conant to change what he has already said so clearly? Perhaps it is, but I wish to be sure that we all agree on this point.

It would be a more optimistic endeavor for me to go to Mr. Conant at the end of the war, or at least when the end of the war is definitely in sight.

What is your idea on this point?

Yours sincerely,

Thurman Ketchum

PK:be

HERRICK SMITH, DONALD FARLEY & KETCHUM

Miss Betty Johnson

November 8, 1943

Billings if possible. I am not sure that such a project is wise.

It is good policy to use my interview to get Mr. Conant to change what he has already said so clearly. It is, but I wish to be sure that we all agree on this point.

If you find a more optimistic endeavor for me to do Mr. Conant at the end of the day, or at least near the end of the day is definitely in sight.

Thank you for your letter on this subject.

Yours sincerely,

Donald Farley

Very much interested

Very

Enclosed

much and from

What can be

It is to make certain of it

It is to make certain of it

③ Conant and Conant

Mr. Conant and Mr.

③ M. R. Conant and Mr.

Mr. Conant

② T. Conant and M. R.

① M. R. Conant

November 10, 1943

- 2 -

Mr. Phillips Ketchum

November 10, 1943

Mr. Phillips Ketchum
Trustee of Massachusetts General Hospital
1 Federal Street
Boston 10, Massachusetts

Dear Mr. Ketchum:

Your first question is easily answered. Students who take the combined college-hospital school course would have to meet all the entrance requirements of Radcliffe College.

I feel very strongly that we cannot postpone until after the war the matter of again approaching Mr. Conant. It is the uncertainty of the answer already made which places us in such a difficult position. If we knew that there was absolutely no hope of ever making such an arrangement, we could at once proceed to follow up other possible lines: a different plan with Simmons, a plan with Wellesley College, or one with Boston University. It is very questionable whether any new arrangement can be made with Simmons. One wonders how many affiliations Boston University might make with various and sundry hospital schools. The strongest setup would, of course, be Radcliffe with the Children's, Peter Bent, and Massachusetts General - and would be worth waiting for if we were sure that it would come. If Mr. Conant would state that he would be willing to give the matter favorable consideration after the war, perhaps we could afford to wait. But if there is no hope, it is dangerous to wait, for meanwhile all other acceptable affiliations may slip through our fingers. Our plight is truly desperate.

Although we have had this response from Mr. Conant, it came routed by word of mouth to Dean Chase, Mr. Gray, and then to us. If you, as a trustee of this Hospital, have a personal conference with Mr. Conant, particularly as you are personally acquainted with him, I believe that we shall know much more about the possibility of his considering such an affiliation after the war. We think that you would learn what factors might influence his favorable consideration after the war. Many educators believe that men in the war who have had no college, or only one year of college education, are going to wish to combine liberal arts and professional education after they return. These

November 10, 1943

educators think that few of these young veterans are going to wish to give four years to liberal arts and then three or four more to prepare for the professions. Perhaps Harvard will be ready to provide this form of combined education. If it does provide it for men, a similar combined course for women would not be so far afield.

It would seem to me that one line of approach with Mr. Conant is to try to make him see the growing importance of a higher level of nursing education to medical education and practice. By providing such nursing education, Harvard could make a great contribution to the prevention of illness and to the restoration of health to the people of many nations.

Relative to our going elsewhere, I think we should say frankly that we do not wish to take second best. I doubt if a "threat" to go elsewhere would disturb Mr. Conant in the least.

To repeat, we believe it is a good policy to re-open the discussion with Mr. Conant now. We cannot afford to wait until after the war for a definite answer. We doubt Mr. Conant's willingness to change his decision relative to initiating such a plan now. We would be willing to postpone the beginning of such an affiliation if we could have assurance of a favorable consideration at that time.

All this is a long way of saying that we wish Mr. Conant would consider tentative plans now, with the understanding that if favorably considered, they would not go into effect until after the war.

Very sincerely yours,

Sally Johnson, R. N.

Principal

Notes: Dr. Faxon has read this letter and concurs.

Although we have not heard from Mr. Conant, we have heard from Mr. Gray, and then to us. If you are a trustee of this hospital, have a personal conference with Mr. Conant, particularly as you are personally acquainted with him. I believe that we shall know much more about the possibility of his considering such an affiliation after the war. We think that you would learn what factors might influence his favorable consideration after the war. Many educators believe that men in the war and have had no college, or only one year of college education, are going to wish to continue liberal arts and professional education after they return. These

Submitted 5
Dr. Chase
for answer

Mr. Phillips Ketchum, December 10, 1943

circumstances and all these young veterans are going to wish to give four years to liberal arts and then three or four more to prepare for the professions. Perhaps Harvard will be ready to provide this combined education. If it does provide it for men, a similar combined course for women would not be so far afield.

November 10, 1943

I feel very strongly that we cannot postpone until after the war to make him see the growing importance of a higher level of nursing education. It would seem to me that one line of approach with Mr. Conant is to try to make him see the growing importance of a higher level of nursing education. Mr. Phillips Ketchum, Trustee of Massachusetts General Hospital, 1 Federal Street, Boston 10, Massachusetts.

Dear Mr. Ketchum:

Your first question is easily answered. Students who take the combined college-hospital school course would have to meet all the entrance requirements of Radcliffe College.

I feel very strongly that we cannot postpone until after the war the matter of again approaching Mr. Conant. It is the uncertainty of the answer already made which places us in such a difficult position. If we knew that there was absolutely no hope of ever making such an arrangement, we could at once proceed to follow up other possible lines, a different plan with Simmons, a plan with Wellesley College, or one with Boston University. It is very questionable whether any new arrangement can be made with Simmons. One wonders how many affiliations Boston University might make with various and sundry hospital schools. The strongest setup would, of course, be Radcliffe with the Children's, Peter Bent, and Massachusetts General - and would be worth waiting for if we were sure that it would come. If Mr. Conant would state that he would be willing to give the matter favorable consideration after the war, perhaps we could afford to wait. But if there is no hope, it is dangerous to wait, for meanwhile all other acceptable affiliations may slip through our fingers. Our plight is truly desperate.

For if we were sure that it would come. If Mr. Conant would state that he would Although we have had this response from Mr. Conant, it came routed by word of mouth to Dean Chase, Mr. Gray, and then to us. If you, as a trustee of this Hospital, have a personal conference with Mr. Conant, particularly as you are personally acquainted with him, I believe that we shall know much more about the possibility of his considering such an affiliation after the war. We think that you would learn what factors might influence his favorable consideration after the war. Many educators believe that men in the war who have had no college, or only one year of college education, are going to wish to combine liberal arts and professional education after they return. These

plight is truly desperate.

November 10, 1943

educators think that few of these young veterans are going to wish to give four years to liberal arts and then three or four more to prepare for the professions. Perhaps Harvard will be ready to provide this form of combined education. If it does provide it for men, a similar combined course for women would not be so far afield.

It would seem to me that one line of approach with Mr. Conant is to try to make him see the growing importance of a higher level of nursing education to medical education and practice. By providing such nursing education, Harvard could make a great contribution to the prevention of illness and to the restoration of health to the people of many nations.

Relative to our going elsewhere, I think we should say frankly that we do not wish to take second best. I doubt if a "threat" to go elsewhere would disturb Mr. Conant in the least.

To repeat, we believe it is a good policy to re-open the discussion with Mr. Conant now. We cannot afford to wait until after the war for a definite answer. We doubt Mr. Conant's willingness to change his decision relative to initiating such a plan now. We would be willing to postpone the beginning of such an affiliation if we could have assurance of a favorable consideration at that time.

All this is a long way of saying that we wish Mr. Conant would consider tentative plans now, with the understanding that if favorably considered, they would not go into effect until after the war.

Very sincerely yours,

Sally Johnson, R. N.
Principal

SJ:FC

Note: Dr. Taxon has read this letter and concurs.

*Submitted to
Dr. J. J. Conant
for comment*

Your first question is easily answered. Students who take the combined college-hospital school course would have to meet all the entrance requirements of Radcliffe College.

I feel very strongly that we cannot postpone until after the war the matter of again approaching Mr. Conant. It is the uncertainty of the answer already made which places us in such a difficult position. If we knew that there was absolutely no hope of ever making such an arrangement, we could at once proceed to follow up other possible lines: a different plan with Simmons, a plan with Wellesley College, or one with Boston University. It is very questionable whether any new arrangement can be made with Simmons. One wonders how many affiliations Boston University might make with various and sundry hospital schools. The strongest setup would, of course, be Radcliffe with the Children's, Peter Bent, and Massachusetts General - and would be worth waiting for if we were sure that it would come. If Mr. Conant would state that he would be willing to give the matter ^{*favourable*} ~~serious~~ consideration after the war, perhaps we could afford to wait. But if there is no hope, it is dangerous to wait, for meanwhile all other acceptable affiliations may slip through our fingers. Our plight is truly desperate.

Although we have had this response from Mr. Conant, it came routed by word of mouth to Dean Chase, Mr. Gray, and then to us. If you, as a trustee of this hospital, have a personal conference with Mr. Conant, particularly as you are personally acquainted with him, I believe that we shall know much more about the possibility of his considering such an affiliation after the war. ~~REXXXX~~

We think that you would learn what factors might influence his favorable consideration after the war. Many educators believe that men in the war who have had no college or only one year of college education are going to wish to combine liberal arts and professional education after they return. These educators think that few of these men ^{young veterans are} ~~are~~ going to wish to give four years to liberal arts and then three or four more to prepare for the professions. Perhaps Harvard will be ready to provide this form of ^{combined} education. If it does provide it for men, a similar combined course for women would not be so far afield.

It would seem to me that one line of approach with Mr. Conant is to try to make him see the growing importance of a higher level of nursing education ^{education and} to medical practice. By providing such nursing education Harvard could make an [^] ~~even greater~~ contribution to the prevention of illness and to the restoration of health to the people of many nations.

Relative to ~~knowing~~ our going elsewhere, I think we should say frankly that we do not wish to take second best. I doubt if a "threat" to go elsewhere would disturb Mr. Conant in the least.

To repeat we
We believe it is a good policy to re-open the discussion with Mr. Conant now. We cannot afford to wait until after the war for a definite answer. We doubt Mr. Conant's willingness to change his decision relative to initiating such a plan now. We would be willing to postpone the beginning of such an affiliation ~~until after the war~~ if we could have some assurance of a favorable consideration at that time.

All this is a long way of saying that we wish Mr. Conant would consider tentative plans now with the understanding that ~~even if they were~~ favorably considered, they would not go into effect until after the war.

Copy 1 letter & Mr. Kellum
as authority & R. D. Brown -
Nov. 10 - 1923

JAN 8 1944

HERRICK, SMITH, CONFIDENTIAL, ARLEY & KETCHUM

Memorandum, January 4, 1944

FIRST NATIONAL BUILDING
41 FEDERAL STREET

TELEPHONE TWENTY-SEVEN
EAST BOSTON, MASSACHUSETTS

Miss Johnson, Miss Sleeper, Miss Sherman, and I to-day discussed in some detail the possibility of arranging a limited affiliation between Radcliffe College and the Massachusetts General Hospital School of Nursing. We made it clear that it was not possible for Radcliffe to provide a concentration in nursing and that the exploration of the problem must be undertaken under the assumption that the student nurses would be able to take their degrees in one of our normal fields of concentration. It was decided that the number of students admitted to the program would be limited to not more than twelve entering freshmen in any one year. Theoretically, this would mean that we might have as many as forty-eight undergraduates in this group at a given time, though actually I would guess normal mortality would keep the number at around forty. This limitation on enrolment was agreed upon for the following reasons: so that the spread through our own fields of concentrations would not be unduly distorted; so that the social and cultural complexion of our student body would not be too greatly altered.

It was agreed that Radcliffe College would pass on the admission qualifications of students presented by M. G. H. and that the normal admission requirements would apply. The Hospital would apply its own standards to these candidates for admission to Radcliffe before they were presented to us.

There are several very difficult problems to be worked out with respect to the spread of work as between Radcliffe and M. G. H. Miss Sherman and I agreed that it was most desirable, probably necessary, that these students should be in residence at Radcliffe during their first three years, though they would begin their work in nursing during the summer vacations at the end of the sophomore and the junior years. During the freshman year the student would be expected to take five courses at Radcliffe, and four courses would be taken during the sophomore and junior years. In the fourth year the student would be in residence at M. G. H. and would begin her nurses' training, having had thirteen of the fifteen courses required for the degree at Radcliffe. The student would take one additional course during her fourth year and the remaining course during her fifth year when she would, of course, also be in residence at M. G. H.

Miss Sherman and Miss Sleeper will shortly try to work out four fields of concentrations for these students in the following disciplines: (1) Biology, (2) Sociology, (3) Psychology, (4) Sociology-Psychology. There will be no altering of our requirements for the degree, either with respect to concentration or distribution. It is hoped, however, that some elasticity may be gained by persuading the Faculty of Arts and Sciences to open up courses, or to make desirable adaptations in existing courses, in the fields of Psychiatry, Public Health-Sanitation, and Bacteriology. If this could be done, certain essential work for the nurses' diploma could be taken at Radcliffe and counted as a residence requirement at M. G. H.

I pointed out the fact that the proposed course of study for these young women would be very expensive and that M. G. H. must be prepared to supply scholarship funds.

It was agreed that Radcliffe should exercise normal academic discipline over the students during the whole of their academic career and that the College would be responsible for social discipline during the three years when they were in residence with us.

A joint committee would be appointed to exercise general supervision over this group of students.

W. K. Jordan

CONFIDENTIAL

Memorandum, January 4, 1944

Miss Johnson, Miss Shepper, Miss Sherman, and I to-day discussed in some detail the possibility of expanding a limited affiliation between Radcliffe College and the Massachusetts General Hospital School of Nursing. We made it clear that it was not possible for Radcliffe to provide a concentration in nursing and that the exploration of the problem must be undertaken under the assumption that the student nurses would be able to take their degrees in one of our normal fields of concentration. It was decided that the number of students admitted to the program would be limited to not more than twelve entering freshmen in any one year. Theoretically, this would mean that we might have as many as forty-eight undergraduates in this group at a given time, though actually I would guess normal mortality would keep the number at around forty. This limitation on enrollment was agreed upon for the following reasons: so that the spread through our own fields of concentration would not be unduly distorted; so that the social and cultural complexion of our student body would not be too greatly altered.

It was agreed that Radcliffe College would pass on the admission qualifications of students presented by M. G. H. and that the normal admission requirements would apply. The Hospital would apply its own standards to these candidates for admission to Radcliffe before they were presented to us.

There are several very difficult problems to be worked out with respect to the spread of work as between Radcliffe and M. G. H. Miss Sherman and I agreed that it was most desirable, probably necessary, that these students should be in residence at Radcliffe during their first three years, though they would begin their work in nursing during the summer vacations at the end of the sophomore and the junior years. During the freshman year the student would be expected to take five courses at Radcliffe, and four courses would be taken during the sophomore and junior years. In the fourth year the student would be in residence at M. G. H. and would begin her nursing training, having had finished of the fifteen courses required for the degree at Radcliffe. The student would take one additional course during her fourth year and the remaining course during her fifth year when she would, of course, also be in residence at M. G. H.

Miss Sherman and Miss Shepper will shortly try to work out four fields of concentration for these students in the following disciplines: (1) Biology, (2) Sociology, (3) Psychology, (4) Sociology-Psychology. There will be no altering of our requirements for the degree, other with respect to concentration or distribution. It is hoped, however, that some elasticity may be gained by permitting the Faculty of Arts and Sciences to open up courses, or to make desirable adaptations in existing courses, in the fields of Psychiatry, Public Health-Sanitation, and Bacteriology. It is thought that certain essential work for the nurses' degree could be taken at Radcliffe and counted as a residence requirement at M. G. H.

I pointed out the fact that the proposed course of study for these young women would be very expensive and that M. G. H. must be prepared to supply scholarship funds.

It was agreed that Radcliffe should exercise normal academic discipline over the students during the whole of their academic career and that the College would be responsible for social discipline during the three years when they were in residence with us.

A joint committee would be appointed to exercise general supervision over this group of students.

HERRICK, SMITH, DONALD, FARLEY & KETCHUM

HUGH D. MCLELLAN
MALCOLM DONALD
J. W. FARLEY
EDWARD A. TAFT
PHILLIPS KETCHUM
EUGENE T. CONNOLLY
BARTLETT HARWOOD
GEORGE R. BLODGETT
HENRY R. GUILD
JOHN T. NOONAN
WARREN D. OLIVER

FIRST NATIONAL BUILDING
1 FEDERAL STREET

TELEPHONE LIBERTY 4950
CABLE ADDRESS "HESDOF"

BOSTON 10

NOV 15 1943

HAROLD L. CLARK
W. SIDNEY FELTON
WILLIAM H. GULLIVER, JR.
EDWARD E. ELDER
ROBERT R. THURBER
ALEX J. MCFARLAND
KARL W. BAKER
M. A. MICHIE
HENRY L. MASON, JR.
ROBERT G. MOCH
J. E. TARLIN

November 12, 1943

Miss Sally Johnson
Superintendent of Nurses
Massachusetts General Hospital
Boston, Massachusetts

Dear Miss Johnson:

I have yours of November 10 about the nursing problem and I think your answer to my Question 2 makes it possible to lay out a practical program in talking to Dr. Conant as follows:

1. I shall distinctly soft-pedal any attempt to get him to agree to initiating the problem before the end of the war, since he has already said he would not do that.

2. I shall show clear willingness to have the Children's and Peter Brent come in on the plan. This, I think, will add great attractiveness and importance to the plan from his point of view.

3. I shall state that my real mission is to find out whether there is some reasonable chance of Radcliffe adopting the plan soon after the end of the war, not asking for an assurance or commitment but asking for a statement of a reasonable chance. I shall tell him that I need this information because if there is no chance, then we should wish to enter on other arrangements which might preclude our later returning to any arrangement with Radcliffe.

I think this plan is about in accordance with your letter but please be sure to phone me if it is not in accordance with your ideas even in shading and emphasis. It is quite different from the approach that I first had in mind.

Yours sincerely,

Phillips Ketchum

PK:h

RADCLIFFE COLLEGE
CAMBRIDGE, MASSACHUSETTS

JAN 8 1944

OFFICE OF THE PRESIDENT

January 6, 1944

Dear Miss Johnson:

I am enclosing a very rough memorandum covering our pleasant conversation on Tuesday. I hope that it represents accurately your recollections of the meeting.

We are all much interested in the proposal and will, I assure you, do everything we possibly can to bring it to fruition. Shortly after Miss Sleeper and Miss Sherman have worked out three or four fields of academic concentration, the time will be ripe to discuss the whole matter maturely with Dean Buck. In the meantime, if I can be of any possible assistance or answer any questions, please feel free to call on me.

Yours sincerely,

W K Jordan

W. K. Jordan

Miss Sally Johnson
The School of Nursing
Massachusetts General Hospital
Boston, Massachusetts

MEMORANDA RELATIVE TO CONFERENCE

Mr. Ketchum and Mr. Conant
on December 27, 1943

Mr. Conant inquired as to the number of students:
first class and future.

Believed that Radcliffe would need to create
new courses. At present no room in the
Radcliffe laboratories.

Major objection - Radcliffe will not credit
courses given at other institutions.

Mr. Conant gives absolutely no hope for an affiliation
with Radcliffe or Harvard University. Neverthe-
less, is willing that the Principal of the School
and President Jordan of Radcliffe should outline
a possible curriculum which would name the courses
desired.

Note: level } S. College
College grounds

12 - miles P.B. C.H.

Conference - President Jordan - Dr. Buck
Miss Johnson - Miss Sleeper

Reasons for consideration of affiliation with Harvard
University and Radcliffe College

Trend of vocational education to set up a course
which includes liberal arts, related sciences,
and technical courses. The nursing degree given
by academic institution and diploma by the
hospital school.

Reasons for the plan known to this group.

Past affiliation with Simmons College and the 3 hospitals.

Student spent 2 years at the college, 2 years at one
of the 3 hospitals, and 5th year back at the
college. Simmons gave the degree and the
hospital school attended gave the diploma.
The first student was graduated under this
plan in 1922 and the last in 1938. M. G. H.
graduated 63 in this group. Total of other
two, perhaps 40 more.

Present affiliation with Simmons College and the three hospitals-

Two years and a half at Simmons, one year at the Peter
Brigham or the M. G. H., 3 months at B. L. I.,
3 months at McLean, 5 at the Children's, last
semester back at Simmons College.

The college gives both the degree and the diploma.

During the last 5 years very conscious of our need for such an
affiliation.

Young women wish the combined course leading to a degree.
Alumnae of the school seeking such a plan for
their daughters. Graduates of even the best
hospital schools are often at a disadvantage in
the competition with graduates of the degree
courses, although the college and the hospital
may not be of particularly high standing.

Survey of our own faculty. While it is well to appoint
graduates of other schools, we are reaching the
place when we do this because we do not have a
sufficient number of our own graduates who are
well qualified.

discussion with the director, advisory committee to the school, trustees.

This discussion culminated in the vote of the trustees taken in June, 1942.

It was voted:

1. "That this School seek an affiliation with an educational institution which has power to grant an academic degree to the graduates of this School.
2. "That the first approach be made with the proper authorities at Harvard University."

Since the other old hospital schools have become affiliated with the outstanding academic institution in its vicinity, it is plain to be seen why we should approach Harvard University or Radcliffe College. New Haven Hospital to Yale. Presbyterian to Columbia. Lakeside to Western Reserve. Bellevue to New York. Numerous state universities. Johns Hopkins in the process of making plans for affiliation with Hopkins University.

Since vote -

1. Conference of Dr. Faxon, Sleeper, Johnson, with Miss Comstock; Dr. Faxon, Dean Burwell and Johnson with Miss Comstock. (Dr. Burwell's interest because of his observation at Vanderbilt University.) Miss Sleeper's conference with Mrs. Cronkhite.
2. Mr. Gray, Dr. Means, Dr. Faxon, Miss Johnson, Miss Sleeper with Dean Chase. Mr. Ketchum's appointment with Mr. Conant for December 20 cancelled. Second appointment December 27.

Mrs. Jordan, before leaving Cambridge member of the Advisory Committee to the School of Nursing. Returned to Cambridge, returned to the Committee. Renewed the discussion of our needed affiliation with an academic institution.

miscellaneous:

Possibility of a close affiliation between Peter Brigham and Simmons College.

Possibility of Children's Hospital giving up their school and administering only a course for affiliating students.

February 16, 1944

January 12, 1944

Mr. W. E. Jordan
78 Brattle Street
Cambridge, Massachusetts

My dear Mr. Jordan:

Dear Mr. Jordan:

Thank you very much for the memorandum relative to our conference of Tuesday, January 4, 1944. The content is inclusive and correct, as I remember it. The members of that Committee are Mr. Francis J. Gray (Trustee), Mrs. Robert Rogers (Trustee), Mr. James R. Woods (Chief), Miss Sleeper is talking with Miss Sherman this morning. Before we have a conference with Dr. Buck, I am of the opinion that we should talk with the committee appointed by the trustees of this hospital to study this question of an affiliation with an academic institution. I am a bit concerned about the limitation of numbers, and the committee must consider whether or not the possibilities of the plan discussed will meet the needs of the school. Miss Sleeper may discuss certain aspects of our situation with Miss Sherman. Considerable doubt in the minds of the Committee members as to whether the tentative plan as reported would fulfill our needs. Therefore Miss Sleeper and I would like again to discuss. Sincerely yours, In order to save your time and to clarify the thinking of all of us, I have endeavored to state the most troublesome factors in the enclosed memorandum. After giving this memorandum some thought, will you be good enough to make an appointment for a conference?

SJ:FC

Sally Johnson, R. N.
Principal

The Committee does not wish even to discuss our needs with another institution until they are sure that they will not be met at Radcliffe College.

Mr. W. K. Jordan
Radcliffe College
Cambridge, Massachusetts

Sincerely yours,

SJ:FC

Sally Johnson, R. N.
Principal

Mr. W. E. Jordan
Radcliffe College
Cambridge, Massachusetts

St: 70

Sally John
Principal

Sincerely

Miss Sleeper is talking with Miss Sherman
have a conference with Dr. Buck, I am of the opinion
with the committee appointed by the trustees of
question of an affiliation with an academic insti-
cerned about the limitation of numbers, and the
whether or not the possibilities of the plan disc-
of the school. Miss Sleeper may discuss certain
with Miss Sherman.

Remember it.
of Tuesday, January 4, 1944. The content is inclu-
Thank you very much for the memorandum re-

My dear Mr. Jordan:

Mr. W. K. Jordan
 Relative to Previous Discussions of the Possibility of an Affiliation Between
 The Massachusetts General Hospital School of Nursing and Radcliffe College

I When college given no credit for classroom instruction in the school or
 for field experience on the wards, there is great crowding in both programs.

1. Seems almost impossible to allow student to go from hospital to college
 for a course in the 4th year plus tutorial hours and for another course

February 24, 1944

in the 5th year. While home school might sacrifice to make this
 adjustment, the affiliating institutions - Boston Lying-In, McLean
 Hospital, and the Visiting Nurses Association - would not be asked to
 do so. Affiliation at the Boston Lying-In is required. If the others
 were omitted, the result would be a less satisfactory course in nursing
 for a better academically prepared student.

Mr. W. K. Jordan
 76 Brattle Street
 Cambridge, Massachusetts

My dear Mr. Jordan:

The Committee to Study an Affiliation between the School of Nursing and
 an Academic Institution met February 4, 1944. The members of that Committee are
 Mr. Francis C. Gray (Trustee), Mrs. Robert Homans (Trustee), Dr. James H. Means
 (Chief of Medical Staff), Dr. N. W. Faxon (Director of the Hospital), Miss Jane
 Mesick (Dean, Simmons College), Miss Johnson, Miss Sleeper.

Miss Sleeper and I interpreted our conversations with you and Miss Sherman
 relative to the possibility of an affiliation with Radcliffe College. With the
 help of your memorandum of January 8, our interpretation should have been correct.

There was considerable doubt in the minds of the Committee members as to
 whether the tentative plan as reported would fulfill our needs. Therefore Miss
 Sleeper and I would like again to discuss with you our needs. In order to save
 your time and to clarify the thinking of all of us, I have endeavored to state
 the most troublesome factors in the enclosed memorandum. After giving this
 memorandum some thought, will you be good enough to make an appointment for
 another conference?

The Committee does not wish even to discuss our needs with another
 institution until they are sure that they will not be met at Radcliffe College.

Sincerely yours,

SJ:FC

Sally Johnson, R. N.
 Principal

Comments: 1) Since Radcliffe College has its own requirements
 without giving credit to any other institution at the school of nursing,
 there is theoretically little need for the college to concern itself
 about standards at the school. But actually the graduate is a
 product of both college and school, and should not the college have
 more than a trust in the M. G. H.? 2) This school, like other hospital
 schools, needs a joint committee with an authority which will raise its

Mr. W. E. Jordan
78 Brattle Street
Cambridge, Massachusetts

My dear Mr. Jordan:

The Committee to Study an Affiliation between
an Academic Institution and February 4, 1944. The
Mr. Francis C. Gray (Trustee), Mrs. Robert Homans
(United of Medical Society), Dr. W. W. Vaxon (Director
Meadell (Dean, Simmons College), Miss Johnson, Miss

Miss Steeger and I interpreted our conversation
relative to the possibility of an affiliation with
help of your memorandum of January 8, our interpretation

There was considerable doubt in the minds of
whether the tentative plan as reported would fulfill
Steeger and I would like again to discuss with you
your time and to clarify the thinking of all of us
the most troublesome factors in the enclosed memorandum
memorandum some thought, will you be good enough to
another conference?

The Committee does not wish even to discuss
institution until they are sure that they will not

Sincerely,

Walter Johnson
Principal

W. E. J.

MEMORANDUM

Relative to Previous Discussions of the Possibility of an Affiliation Between The Massachusetts General Hospital School of Nursing and Radcliffe College

I When college gives no credit for classroom instruction in the school or for field experience on the wards, there is great crowding in both programs.

1. Seems almost impossible to allow student to go from hospital to college for a course in the 4th year plus tutorial hours and for another course in the 5th year. While home school might sacrifice much to make this adjustment, the affiliating institutions - Boston Lying-In, McLean Hospital, and the Visiting Nurses Association - could not be asked to do so. Affiliation at the Boston Lying-In is required. If the others were omitted, the result would be a less satisfactory course in nursing for the better academically prepared student.

Comment: 1) Could the Radcliffe requirement be met in the 3 years plus 2 summer terms at the college? Probably too strenuous for the student. 2) If this were possible, would degree be withheld until completion of nursing course? 3) If not withheld, student might elect any other school of nursing.

II Are there any further possibilities to explore relative to college credit for courses given within the hospital?

All of these students must take a course in public health, a course in psychiatry. If these could be taken as the 4th and 5th year courses by all, and the courses could be given at the M. G. H. but open to Harvard students (as designated by proper college authorities) one problem would be solved - or

If in the fourth year students could carry some type of problem consistent with their concentrations, i. e., sociological, economic, psychological, or biological study which could be carried on in Out-Patient or Hospital proper.

III "A joint committee would be appointed to exercise general supervision over this group of students." This "supervision" is too limited for our needs. A hospital school needs some academic authority which will hold the school to curriculum and classroom standards. The hospital partner must know that college credit will not be given unless such standards are held. Unless there is some such authority nursing education will be sacrificed to the nursing service which the students are prepared to give to the hospital patients. In certain hospitals where an academic authority maintains certain academic standards, the care of the patients does seem to be provided in some other way.

Comment: 1) Since Radcliffe College satisfies its own requirements without giving credit to any course given at the school of nursing, there is theoretically little need for the college to concern itself about standards at the school. But actually the graduate is a product of both college and school, and should not the college have more than "trust in the M. G. H."? 2) This school, like other hospital schools, needs a joint committee with an authority which will raise its educational standards.

- IV The plan as discussed gives no academic status to any member of the school faculty - nor would it do so even if members of the school faculty possessed degrees of higher academic standing than those possessed by present faculty members.

Comment: This fact might mean the loss of faculty members or the inability to procure others.

- V The plan as discussed is a joint project only in so far as Radcliffe College telescopes its program into 3 years plus 2 courses, and the hospital school telescopes its program into 2 years plus 2 summer courses. The college gives no credit for the nursing course, but the hospital school gives credit to the college graduate because of her foundation in the liberal arts and sciences.
- VI There is some question as to whether the limitation of the number of freshmen to 12 will, in the event of popularity of the program, prove hampering.
- VII The relationship discussed would not make this school eligible for membership in the Association of Collegiate Schools of Nursing.
- VIII The vital question is: Should this tentative program be established in the belief that future modifications will produce a program that will more nearly fulfill our needs?

1
FEB 26 1944

RADCLIFFE COLLEGE
CAMBRIDGE, MASSACHUSETTS

OFFICE OF THE PRESIDENT

February 25, 1944

Dear Miss Johnson:

I have read with great interest your careful memorandum which sets out succinctly certain of the difficulties still to be resolved in the proposed affiliation between the Massachusetts General Hospital School of Nursing and Radcliffe College.

I see the weight of all your points and I wholly agree with the view that nothing should be done that would seriously affect the professional aspect of training for these selected young women. In fact, the whole point of the affiliation we are trying to work out is that we would be attempting to train gifted young women who might, as the result of our joint efforts, have particularly distinguished careers opened for them. I want you to know that Radcliffe is doing all it can to arrange for the programme and I hope you will not feel that we are being over-rigid.

I have just returned to Cambridge after a rather extended journey and shall not for another week be able to do much more than get through the accumulated pile of correspondence on my desk. I am arranging to see Dean Buck on Friday next and will talk with him at that time about certain of the points you have raised. I shall, in the meantime, have consulted again with Miss Sherman and will on March 4 call you for an appointment.

Yours sincerely,

W K Jordan
W. K. Jordan

Miss Sally Johnson, Principal
School of Nursing
Massachusetts General Hospital
Boston, Massachusetts

MEETING OF THE COMMITTEE TO CONSIDER AFFILIATION
WITH AN ACADEMIC INSTITUTION
February 4, 1944

*Note prepared
for meeting of
Comm - Feb 4-4*

Since the last meeting of the Committee,
which was December 24, 1942.

There was a conference with Dean Chase -
December 28, 1942.

Committee members who attended -
Mr. Gray, Dr. Evans, Dr. Faxon,
Miss Sleeper, Miss Johnson

Great deal of material prepared.

Later - Dean Chase reported over the telephone to Mr. Gray.
Mr. Gray sent memo of this conversation to Miss Johnson
as follows:

"Mr. Conant regarded an affiliation of that sort as entering into
the vocational field and was flatly unwilling to consider the
matter while the war was on."

The "while the war was on" was tantalizing -
Informal discussions with members of Board of Trustees and
different committees.

In early December, 1943, Bishop Sherrill asked Mr. Ketchum, who is
Mr. Conant's personal lawyer, to talk with Mr. Conant. This
Mr. Ketchum did. Mr. Conant's response was the same - but he stated
that he was of the opinion that new courses would have to be set up
at Radcliffe to meet our need.

Meanwhile Mrs. Jordan, the wife of President Jordan of Radcliffe, had
been re-appointed to our Advisory Committee to the School of Nursing.
She had interested Mr. Jordan in our need, and was about to make an
appointment for us to discuss our need with the Dean of the Harvard
Faculty and Mr. Jordan.

Mr. Ketchum knew of this possibility and told Mr. Conant of it. Mr.
Conant stated that there was no reason why we should not discuss the
availability of suitable courses with Mr. Jordan and Mr. Buck.

A conference attended by President Jordan, Miss Sherman, Assistant Dean of Radcliffe,
Miss Sleeper, and I took place January 4, 1944.

The following day Mr. Jordan sent us a memorandum relative to that discussion.

Introduction to the Discussion by Miss Sleeper of the possible program:

President Jordan stated that Radcliffe would not set up vocational
education - that the only way to the consideration of the preparation
of nurses was to make the concentration of the nurses in Psychology,
Biology, or Sociology.

Miss Sleeper studied the Radcliffe catalogue and prepared herself for the
discussion of the program with Miss Sherman, the Assistant Dean.

Asked Miss Sleeper to take up the report of this discussion.

PROBLEMS

1. Lack of time for us to set up sufficiently inclusive course in nursing.
2. The small number to be enrolled (12 yearly).
3. Lack of educational guidance and academic support.
4. Lack of faculty participation and recognition
5. In summary, program does not improve the educational status of the school as a whole (not acceptable to the Association of Collegiate Schools of Nursing.)

MEMORANDUM

Relative to Previous Discussions of the Possibility of an Affiliation Between The Massachusetts General Hospital School of Nursing and Radcliffe College

I When college gives no credit for classroom instruction in the school or for field experience on the wards, there is great crowding in both programs.

1. Seems almost impossible to allow student to go from hospital to college for a course in the 4th year plus tutorial hours and for another course in the 5th year. While home school might sacrifice much to make this adjustment, the affiliating institutions - Boston Lying-In, McLean Hospital, and the Visiting Nurses Association - could not be asked to do so. Affiliation at the Boston Lying-In is required. If the others were omitted, the result would be a less satisfactory course in nursing for the better academically prepared student.

Comments: 1) Could the Radcliffe requirement be met in the 3 years plus 2 summer terms at the college? Probably too strenuous for the student. 2) If this were possible, would degree be withheld until completion of nursing course? 3) If not withheld, student might elect any other school of nursing.

II Are there any further possibilities to explore relative to college credit for courses given within the hospital?

All of these students must take a course in public health, a course in psychiatry. If these could be taken as the 4th and 5th year courses by all, and the courses could be given at the M. G. H. but open to Harvard students (as designated by proper college authorities) one problem would be solved - or

If in the fourth year students could carry some type of problem consistent with their concentrations, i. e., sociological, economic, psychological, or biological study which could be carried on in Out-Patient or Hospital proper.

III "A joint committee would be appointed to exercise general supervision over this group of students." This "supervision" is too limited for our needs. A hospital school needs some academic authority which will hold the school to curriculum and classroom standards. The hospital partner must know that college credit will not be given unless such standards are held. Unless there is some such authority nursing education will be sacrificed to the nursing service which the students are prepared to give to the hospital patients. In certain hospitals where an academic authority maintains certain academic standards, the care of the patients does seem to be provided in some other way.

Comments: 1) Since Radcliffe College satisfies its own requirements without giving credit to any course given at the school of nursing, there is theoretically little need for the college to concern itself about standards at the school. But actually the graduate is a product of both college and school, and should not the college have more than "trust in the M. G. H."? 2) This school, like other hospital schools, needs a joint committee with an authority which will raise its educational standards.

- IV The plan as discussed gives no academic status to any member of the school faculty - nor would it do so even if members of the school faculty possessed degrees of higher academic standing than those possessed by present faculty members.

Comment: This fact might mean the loss of faculty members or the inability to procure others.

- V The plan as discussed is a joint project only in so far as Radcliffe College telescopes its program into 3 years plus 2 courses, and the hospital school telescopes its program into 2 years plus 2 summer courses. The college gives no credit for the nursing course, but the hospital school gives credit to the college graduate because of her foundation in the liberal arts and sciences.
- VI There is some question as to whether the limitation of the number of freshmen to 12 will, in the event of popularity of the program, prove hampering.
- VII The relationship discussed would not make this school eligible for membership in the Association of Collegiate Schools of Nursing.
- VIII The vital question is: Should this tentative program be established in the belief that future modifications will produce a program that will more nearly fulfill our needs?

1945

Mrs. Seeger (2)

Summary of Income and Expenses

Income (A)

Fees from students	\$ 18,401.00
Value of student services	226,885.00
Maintenance paid by 5-year students	980.00
Expenses shifted from Hospital to students (cost of uniforms and books)	<u>8,187.96</u>
	\$254,453.96

Expense (B)

Salaries	88,741.00
Supplies	16,220.00
Student Maintenance	153,360.00
Scholarships for 5-year students	<u>10,350.00</u>
	\$268,671.00

A

Tentative Estimate of
Annual Income from Students after the Coordinated Program with
Radcliffe College is in Effect

Fees from three-year students

Tuition at 100.00 for 125 students	12,500.00
Registration at 5.00 " "	625.00
Laboratory fee at 10.00" "	1,250.00
Library fee at 6.00 " "	750.00

15,125.00

Fees from five-year students

Tuition at 230.00 for 12 students	2,760.00
Registration at 5.00 " "	60.00
Laboratory fee at 30.00" "	360.00
Library fee at 8.00 " "	96.00

3,276.00

Income from student services - three-year students

First year students, 108 for 8 months, 50% of
graduate nurse or 75.00 per month - - - - - 40,000.00

Second year students, 104 for 6 months at 70% of
graduate nurse or 105.00 per month -
2 months at 50% of graduate nurse or 75.00
per month- - - - - -81,120.00

Third year students, 100 for 7.5 months at
80% of graduate nurse or 120.00 per month- - -90,000.00

211,620.00

Income from student services - five-year students

First year - School of Nursing
12 students for 8 months at 50% of graduate
nurse or 75.00 per month 7,200.00

Second year - School of Nursing
11 students for 7 months at 70% of
graduate nurse or 105.00 per month 8,085.00

15,285.00

Possible Savings to the Hospital

When Student Hours Are Shortened and Costs to Students Increased

Uniforms now are supplied by the Hospital at an

average cost of \$53.78 per student in three years.

Probable savings to the Hospital if students

furnished their own uniforms

Three-year students will save - - - - - 5,664.88

Five-year students will save - - - - - 645.36

6,310.24

Textbooks now furnished in part by the Hospital

at an average cost of \$14.35 per student in

three years

Probable savings to the Hospital if students

furnished their own books

Three-year students will save - - - - - 1,705.52

Five-year students will save - - - - - 172.20

1,877.72

Maintenance at 70.00 by 14 five-year students

980.00

Total Income and Savings as Estimated

under plan with Radcliffe College - - - - - \$253,321.76

R. S.
4

B

Probable Annual Expense

After the Coordinated Program with Radcliffe College is in Effect

Class Room

Supplies and equipment- - - - - \$3,300.00

Laboratory

Supplies and equipment

Science laboratory- - - - - 300.00

Nutrition laboratory- - - - - 300.00

Office Supplies and equipment- - - - - 2,600.00

Publicity- - - - - 1,000.00

Graduation expenses- - - - - 2,000.00
(pin, diploma and case, exercises and reception)

Library books and magazines- - - - - 600.00

Health, care at approximate average of 13.00 per
student per year

average of 321 three-year students at 13.00- - - - - 4,173.00

average of 24 five-year students at 13.00- - - - - 312.00

Traveling- - - - - 1,000.00

Recreation and entertainment- - - - - 600.00

Accrediting fees (N.L.N.E.)- - - - - 35.00

Salaries chargeable to School

(including maintenance)- - - - - 88,741.00

Cost of student maintenance- - - - - 153,360.00

Estimated total annual cost of School

\$258,321.00

Estimate of Cost of Student Maintenance

Basis of estimate

Cost of meals - \$28.00 per month (average) per student

Cost of room - 16.00 " " " "

Cost of laundry - 5.00 " " " "

\$49.00 per month average cost per student (or

(11.30 per week)

Three-year students

Preclinical period, 125 students for 6 months at \$49.00 = \$ 36,750.00

First year, 108 students for 5 months at \$49.00 = 26,460.00

Second year, 104 students for 8 months at \$49.00 = 40,768.00

Third year, 100 students for 7.5 months at \$49.00 = 36,750.00

Five-year students

Summer of second year, 15 students for 8 weeks at \$49.00 = 1,470.00

Fourth year, 12 students for 12 months at \$49.00 = 7,056.00

Fifth year, 12 students for 7 months at \$49.00 = 4,106.00

Annual Total Estimated Cost of Maintenance

\$153,360.00

RECOMMENDATIONS

1. Recommendations relative to the preparation of the "general agreement."
2. Recommendations to be submitted to the Massachusetts General Hospital Board of Trustees
 - a) Plan for fees for students in the coordinated program.
 - b) Scholarships and loan fund to be established for students in the coordinated program.
 - c) Additional personnel and equipment which will serve the needs of both five-year and three-year students.
 - d) Need for an endowment for the School of Nursing, including both five and three-year programs.

RS:BF
10/17/45

July 20, 1945

Miss Sherman of Radcliffe telephoned while Miss Johnson was at class and left this message for me to give to Miss Johnson and Miss Sleeper.

"I took the excellent plan that Miss Sleeper left with me the other day to Dean Buck at Harvard. He says that as far as he can see you can count on Summer School, and we probably will be able to arrange for students taking the combined course to finish work in the middle of the year." "These are two questions about which Miss Sleeper has been concerned, and I want her to know about them before I go on my vacation."

B.F.

PROPOSITION FOR AN "INTERMEDIATE"

STATEMENT Beginning September 1948 Radcliffe College and the Massachusetts General Hospital School of Nursing will cooperate in a coordinated program for the education of a limited number of carefully selected young women. For a considerable period of time a committee comprised of representatives from the hospital trustees, medical staff, alumnae, leaders in education and the director of the hospital, the principal, and the assistant principal of the School of Nursing, has been at work in an effort to bring about such an affiliation. It is understood that all applicants to the program will be required to meet the requirements of both participating institutions.

ROLE AND ADMINISTRATION The administrative control of the coordinated program will be equally the responsibility of the Council of Radcliffe College and the Board of Trustees of the Massachusetts General Hospital. There shall be a Committee of Trustees composed of three members of the Radcliffe Council and the President of Radcliffe College and three members of the Board of Trustees of the Massachusetts General Hospital and the Director of the Hospital.

The function of this Committee shall be (1) to visit Radcliffe College and the School of Nursing (2) to consider problems of policy and to refer to the controlling Boards matters requiring Board action (3) to make annual reports to the Boards including recommendations for continuing development of a coordinated program which will best meet the individual student's needs personally, intellectually, and professionally.

There shall be an Administrative Committee composed of one representative of Radcliffe College, appointed by the President, and three representatives of the School of Nursing appointed by the Director of the Hospital. The function of this Committee shall be (1) to set up the program for approval by the College Council and Hospital Board of Trustees (2) to maintain a continuing program for study of the program (3) to recommend modifications to the controlling Boards (4) to carry on general administrative details which require coordinated action.

There shall be a Joint Admissions Committee composed of two - three members from Radcliffe College appointed by the President, and two - three members from the School of Nursing appointed by the Director of the School. The function of this Committee shall be to consider and act upon applications of applicants applying for the coordinated program.

Students shall pay all regular College fees as stated in the Radcliffe Catalogue. Fees for instruction and maintenance in the Nursing School shall be as follows:

SUGGESTIONS FOR AN "AGREEMENT"

GENERAL STATEMENT: Beginning September 1936 Radcliffe College and the Massachusetts General Hospital School of Nursing will cooperate in a coordinated program for the education of a limited number of carefully selected young women to prepare for nursing their profession. This program will be five and a half years in length. The students will carry full work at Radcliffe College for the first year and in addition will spend three hours a week at the Massachusetts General Hospital. During the first summer, there will be an eight week summer session at the School of Nursing. At the end of the third and one half years, Radcliffe College will grant the Bachelor's degree. If they spend two full years in the School of Nursing, at the end of which the Massachusetts General Hospital School will grant the diploma in nursing.

It is understood that all applicants to the program and all enrolled students shall meet the requirements of both participating institutions.

ADMINISTRATION: The administrative control of the coordinated program shall be equally the responsibility of the Council of Radcliffe College and the Board of Trustees of the Massachusetts General Hospital. There shall be a committee of trustees composed of three members of the Radcliffe Council and three members of the Board of Trustees of the Hospital. The President of the Hospital and the Director of the Hospital shall be ex-officio members of this committee.

The function of this committee shall be (1) to advise the College and the School of Nursing (2) to consider problems of policy and (3) to make recommendations for continuing development of a coordinated program which will best meet the individual student's needs personally, and professionally.

There shall be an Administrative Committee composed of three representatives of Radcliffe College, appointed by the President, and three representatives of the School of Nursing, appointed by the Director of the Hospital. The function of this committee shall be (1) to set up the program for approval of the College Council and Hospital Board of Trustees (2) to maintain a continuing plan for study of the program (3) to recommend modifications to the coordinating committee (4) to carry on general administrative details which require coordination.

There shall be a Joint Admissions Committee composed of two - three members from Radcliffe College appointed by the President, and two - three members from the School of Nursing appointed by the Director of the Hospital. The function of this committee shall be to consider and act upon candidates for the coordinated program.

FEES: Students shall pay all regular College fees as stated in the Radcliffe Catalogue. Fees for instruction and maintenance in the Nursing School shall be as follows:

PROPOSED FEES BY YEARS

SCHOLARSHIPS All students will be eligible for scholarships at Fallcliffe. Students who need financial aid may also receive scholarships and loans from the Board of Trustees of the Hospital.

First Year

Tuition	
Orientation	\$20.00
Summer Session	50.00
Board and Room	
Summer Session	70.00
Laboratory Fee	5.00
Books	approximately 5.00

\$150.00

Second Year

Tuition	30.00
Laboratory Fee	10.00
Library Fee	3.00
Books	approximately 8.00

51.00

Third Year

Tuition	30.00
Laboratory Fee	10.00
Books	approximately 6.00

46.00

Fourth Year

Tuition	50.00
Laboratory Fee	5.00
Activity Fee	3.00
Uniforms	approximately 80.00
Library Fee	2.50
Breakage Deposit	10.00
Excursions	3.00
Books	approximately 11.00

164.50

Fifth Year

Tuition	50.00
Activity Fee	3.00
Excursions	3.00
Library Fee	2.50
Public Health Fees	30.00

88.50

TOTAL

\$500.00

SCHOLARSHIPS All students will be eligible for scholarships at Radcliffe College on precisely the same terms as other Radcliffe students. Students in need of financial aid may also receive scholarships and loans from the Massachusetts General Hospital. The Board of Trustees of the Hospital will offer scholarships as follows:

Radcliffe College is in Effect				
First year students	1 at 1000.00)	=		
	3 at 500.00)		2,500.00	
Second year students	1 at 1000.00)	=		
	3 at 500.00)		2,500.00	
Third year students	1 at 1000.00)	=		
	4 at 500.00)		3,000.00	
Fourth year students				
First term	1 at 500.00)	=		
	5 at 250.00)		1,750.00	
Second term	3 at 100.00)	=	300.00	
Fifth year students	3 at 100.00	=	300.00	
			<u>\$10,350.00</u>	Annually

A loan fund shall be established by the Massachusetts General Hospital for students who need financial aid beyond that offered in scholarships.

Income from student services - three-year students				
Second year students, 10% for 8 months at 75% of graduate nurse or 105.00 per month -				
2 months at 50% of graduate nurse or 75.00 per month -				
				81,180.00
Third year students, 10% for 7.5 months at 50% of graduate nurse or 120.00 per month -				30,000.00
				<u>211,840.00</u>

RS:BF
10/17/45

Income from student services - five-year students				
First year - School of Nursing				
12 students for 8 months at 50% of graduate nurse or 75.00 per month			7,200.00	
Second year - School of Nursing				
11 students for 7 months at 75% of graduate nurse or 105.00 per month			8,085.00	
				<u>15,285.00</u>

Estimated Income of

Annual Income from Students After the Coordinated Program with

Radcliffe College is in Effect

Fees from three-year students

Tuition at 100.00 for 125 students	12,500.00
Registration at 5.00 "	625.00
Laboratory fee at 10.00 "	1,250.00
Library fee at 8.00 "	1,000.00

18,375

Fees from five-year students

Tuition at 120.00 for 125 students	15,000.00
Registration at 5.00 "	625.00
Laboratory fee at 10.00 "	1,250.00
Library fee at 8.00 "	1,000.00

18,875

Income from student services - three-year students

First year students, 100 for 8 months, 50% of
graduate nurse or 18.00 per month - - - - - 9,000.00

Second year students, 100 for 8 months at 70% of
graduate nurse or 12.60 per month -

8 months at 50% of graduate nurse or 9.00
per month - - - - - 7,200.00

Third year students, 100 for 7.5 months at
80% of graduate nurse or 12.00 per month - - - 9,000.00

27,200

Income from student services - five-year students

First year - School of Nursing
12 students for 8 months at 50% of graduate
nurse or 9.00 per month 1,080.00

Second year - School of Nursing
11 students for 7 months at 70% of
graduate nurse or 10.50 per month 8,085.00

Possible Savings to the Hospital

When Student Hours Are Shortened and Costs to Students Increased

Class Room

Uniforms now are supplied by the Hospital at an

Supplies and equipment - - - - - \$5,833.00
average cost of \$53.78 per student in three years.

Laboratory

Probable savings to the Hospital if students

Supplies and equipment

furnished their own uniforms

Science laboratory - - - - - 300.00
Three-year students will save - - - - - 5,664.88

Nutrition laboratory - - - - - 300.00
Five-year students will save - - - - - 645.36

Office supplies and equipment - - - - - 2,000.00

6,310.24

Publicity - - - - - 1,000.00

Graduation expenses - - - - - 2,000.00

Textbooks now furnished in part by the Hospital (option)

at an average cost of \$14.35 per student in - - - - - 600.00

three years at approximate average of 13.00 per

student per year

Probable savings to the Hospital if students

average of 381 three-year students at 13.00 - - - - - 4,953.00
furnished their own books

average of 34 five-year students at 13.00 - - - - - 442.00
Three-year students will save - - - - - 1,705.52

Traveling - - - - - 1,000.00

Five-year students will save - - - - - 172.20

Recreation and entertainment - - - - - 200.00

1,877.72

Accrediting fees (N.L.E.E.) - - - - - 25.00

Maintenance at 70.00 by 14 five-year students

980.00

Salaries chargeable to School

(including maintenance) - - - - - 83,741.00

Total Income and Savings as Estimated - - - - - 155,760.00

under plan with Radcliffe College - - - - - \$253,321.76

Estimated total annual cost of School

\$253,321.00

Estimate of Cost of Student Maintenance

Probable Annual Expense

After the Coordinated Program with Radcliffe College is in Effect

Cost of meals	- \$48.00 per month (average) per student	
Class Room		
Cost of room	- 16.00 " " " "	
Supplies and equipment	- - - - -	\$3,300.00
Cost of laundry	- 5.00 " " " "	
Laboratory		
	\$49.00 per month average cost per student (or	
Supplies and equipment	(11.80 per year)	
Science laboratory	- - - - -	300.00
Nutrition laboratory	- - - - -	300.00
Three-year students		
Office Supplies and equipment	- - - - -	2,600.00
Publicity	- - - - -	1,000.00
Graduation expenses	- - - - -	2,000.00
(pin, diploma and case, exercises and reception)		
Library books and magazines	- - - - -	600.00
Health, care at approximate average of 13.00 per student per year		
average of 321 three-year students at 13.00	- - - - -	4,173.00
average of 24 five-year students at 13.00	- - - - -	312.00
Traveling	- - - - -	1,000.00
Recreation and entertainment	- - - - -	600.00
Accrediting fees (N.L.N.E.)	- - - - -	35.00
Salaries chargeable to School (including maintenance)	- - - - -	88,741.00
Cost of student maintenance	- - - - -	155,360.00

Estimated total annual cost of School \$258,321.00

Probable Annual Expenses

After the Coordinated Program with Radcliffe College is in Effect

Class Room	
Supplies and equipment	\$2,500.00
Laboratory	
Supplies and equipment	
Science Laboratory	800.00
Nutrition Laboratory	800.00
Office Supplies and equipment	1,600.00
Publicity	1,000.00
Graduation expenses (pin, diploma and case, exercises and reception)	2,000.00
Library books and magazines	800.00
Health, care at approximate average of 15.00 per student per year	
average of 321 three-year students at 15.00	4,815.00
average of 14 five-year students at 15.00	210.00
Traveling	1,000.00
Recreation and entertainment	800.00
Accrediting fees (N.E.A.)	35.00
Salaries chargeable to School (including maintenance)	25,741.00
Cost of student maintenance	155,360.00

Estimate of Cost of Student Maintenance

Basis of estimate

January 14, 1938

Cost of meals - \$28.00 per month (average) per student

Cost of room - 16.00 " " " "

Cost of laundry - 5.00 " " " "

Miss Johnson \$49.00 per month average cost per student (or

\$11.30 per week)

Three-year students

Preclinical period, 125 students for 6 months at \$49.00 = \$36,750.00

First year, 108 students for 5 months at \$49.00 = 26,460.00

Second year, 104 students for 8 months at \$49.00 = 40,768.00

Third year, 100 students for 7.5 months at \$49.00 = 36,750.00

Five-year students

Summer of second year, 15 students for 8 weeks at \$49.00 = 1,470.00

Fourth year, 12 students for 12 months at \$49.00 = 7,056.00

Fifth year, 12 students for 7 months at \$49.00 = 4,106.00

Annual Total Estimated Cost of Maintenance

\$153,360.00

We now have authorization to use annually if necessary the amounts indicated above with the understanding that beginning in 1938 the annual amount will be \$10,830.00

Jelly Johnson, R.N.
Principal

Estimate of Cost of Student Maintenance

Basis of estimate

Cost of meals	- \$28.00 per month (average) per student
Cost of room	- 16.00 " " " "
Cost of laundry	- 2.00 " " " "

\$46.00 per month average cost per student (or

(11.50 per week)

Three-year students

Presidential, 125 students for 8 months at \$46.00	= \$5,750.00
First year, 108 students for 8 months at \$46.00	= \$4,968.00
Second year, 104 students for 8 months at \$46.00	= \$4,784.00
Third year, 100 students for 8 months at \$46.00	= \$4,600.00

Five-year students

Summer of second year, 15 students for 8 weeks at \$46.00	= \$5,750.00
Fourth year, 12 students for 12 months at \$46.00	= \$5,520.00
Fifth year, 12 students for 7 months at \$46.00	= \$4,108.00

Annual Total Estimated Cost of Maintenance \$15,832.00

MASSACHUSETTS GENERAL HOSPITAL
SCHOOL OF NURSING

January 14, 1946

MEMORANDUM

TO Dr. Faxon
FROM Miss Johnson
RELATIVE TO Amount of money authorized for Radcliffe-Massachusetts General Hospital Scholarships.

The vote passed by the Trustees November 30, 1945 reads as follows:
"Voted: That money up to the amount recommended annually be made available for scholarships but that the sum awarded to individual students be left to the discretion of a Committee on Scholarships ---- etc."

The only reference to the amount allowed each year is in the phrase "amount recommended annually". No specific sum is mentioned.

The amount recommended by the Committee on Affiliation with an Educational Institution (Mr. Francis Gray, Chairman) to the Trustees was \$10,350.00 annually. This total amount would not be made available until 1951 when the program is in full operation. The amount to be added annually was recommended as follows:

<u>Year</u>	<u>Amount Added</u>	<u>Cumulative Total for Year</u>
1946	2,500.00	2,500.00
1947	2,500.00	5,000.00
1948	3,000.00	8,000.00
1949	1,750.00	9,750.00
1950	300.00	10,050.00
1951	300.00	10,350.00

May we now have authorization to use annually if necessary the sums indicated above with the understanding that beginning in 1951 the maximum annual amount will be \$10,350.00?

Sally Johnson, R.N.
Principal

SJ:BF

The said Radcliffe College is hereby authorized to confer on women all honors and degrees as fully as any university or college in this Commonwealth, and is now so empowered respecting men or women provided however that no degree shall be conferred by the said Radcliffe College excepting with the approval of the President and Fellows of Harvard College, given on satisfactory evidence of such qualification as is acceptable for the same degree when conferred by Harvard University.

REVISED SCHEDULE

GENERAL PLAN FOR COÖRDINATED PROGRAM WITH RADCLIFFE COLLEGE

FIRST YEAR	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
	COLLEGE: 4 FULL COURSES INCLUDING INORGANIC CHEMISTRY									VAC.	SUMMER SESSION, ANATOMY AND PHYSIOLOGY; CHEMISTRY	
	NURSING SCHOOL: ORIENTATION,											

SECOND YEAR	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
	COLLEGE: 4 FULL COURSES											
	NURSING SCHOOL: MICROBIOLOGY									VACATION		

THIRD YEAR	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
	COLLEGE: 4 FULL COURSES											
	NURSING SCHOOL: NUTRITION									NURSING SCHOOL: SUMMER SESSION, INTRODUCTION TO NURSING, PHARMACOLOGY		
										INTRODUCTION TO WARD PRACTICE		

	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
FOURTH YEAR	COLLEGE: 4 FULL COURSES								DEGREE REQUIREMENTS COMPLETED			
	NURSING SCHOOL: INTRODUCTION TO MEDICAL SCIENCE								VAC.	NURSING SCHOOL: PRINCIPLES AND PRACTICE OF NURSING; MEDICAL AND SURGICAL NURSING;		
										MEDICAL NURSING, PRACTICE INCLUDING OUT-PATIENT 12 wks.		

FIFTH YEAR	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
	(Cont.) MATERIA MEDICA, DIET THER- APY SOCIAL AND HEALTH ASPECTS OF DISEASE, HISTORY OF NURSING, PROFESSIONAL ADJUSTMENTS				NURSING SCHOOL: NURSING IN SUR- GICAL SPECIALTIES, OPERATING, OR- THOPEDICS, NEUROLOGY, EYE, EAR, NOSE & THROAT, PSYCHIATRIC NURSING						BOSTON LYING-IN HOSPITAL AFFILIATION	
	SURGICAL NURSING PRACTICE — 10 WEEKS		THERAPEUTIC DIET KITCHEN 4 WEEKS		OPERATING ROOM PRACTICE 8 WEEKS		PSYCHIATRIC NURSING PRACTICE 8 WEEKS		VAC. 4 WEEKS		OBSTETRICAL NURSING INSTRUCTION & PRACTICE — 12 WEEKS	

SIXTH YEAR	SEPT.	OCT.	NOV.	DEC.	JAN.							
	NURSING IN SURGICAL SPECIALTIES		NURSING OF CHILDREN; CHILD GROWTH & DEVELOPMENT, COMMUNICABLE DISEASE, PROFESSIONAL ADJUSTMENTS			AFFILIATION VISITING NURSE ASSOCIATION FOR NURSING & HEALTH			ADVANCED NURSING PROBLEMS		DIPLOMA REQUIREMENTS COMPLETED	
	NEUROLOG- ICAL NURSING		PEDIATRIC NURSING PRACTICE INCLUDING NURSERY SCHOOL— 12 WEEKS			SERVICE IN FAMILY & COMMUNITY— 8 WEEKS			SENIOR DUTY MEDICAL & SURGICAL WARDS — 13 WEEKS			

Press Release

In September 1946 Radcliffe College, in cooperation with the Massachusetts General Hospital School of Nursing, will offer a coordinated plan for the training of ^{carefully} selected young women who expect to make nursing their profession. Although many institutions offer a degree in nursing, this program will be unique in that it offers for the first time an opportunity to combine a complete liberal arts training leading to the bachelor's degree with the professional training in nursing. Candidates who are admitted to this five and one-half year program will meet in every respect the requirements for the A.B. degree, and may choose freely among the twenty-five undergraduate fields of concentration offered by Radcliffe College. No pre-professional courses will be included in the college program which might in any way limit the breadth of general education.

The plan has been evolved as a result of the conviction on the part of the governing boards of both institutions that the profession of nursing increasingly requires women with a broad educational background. Professional opportunities in hospital management, nursing, and health education, and medical research more and more demand the graduate nurse who has the liberal arts training in addition to her diploma in nursing.

Both sponsoring institutions are interested in making a nation-wide search for young women who will be outstanding candidates for this double program. The trustees of the Massachusetts General Hospital are prepared to offer substantial ^{financial aid} ~~scholarships~~ to successful applicants for admission. All candidates enrolled will also be eligible for assistance from the Radcliffe College Scholarship funds on precisely the same terms as other Radcliffe students.

Students who begin their course in September 1946 will carry full work at Radcliffe College for their first year and, in addition, will spend three hours a week at the Massachusetts General Hospital. During the next two and one-half years, including two summer sessions, instruction will be given both at the College and at the School of Nursing, and at the end of three and one-half years the student will receive her bachelor's degree from Radcliffe. She will then spend two full years in the School of Nursing, receiving her nursing diploma at the close of this period.

Throughout the course there will be close integration between the College and the School of Nursing, with no sacrifice of requirements or standards on the part of either. Applicants will be admitted jointly by Radcliffe College and the School of Nursing and must meet the entrance requirements of both institutions. Joint admissions and supervisory committees will administer the program.

Applicants will be admitted jointly by Radcliffe College and the School of Nursing and must meet the entrance requirements for both institutions. Joint admissions and supervisory committees will administer the program. Throughout the course there will be close integration between the college and the School of Nursing, with no sacrifice of requirements or standards on the part of either.

A nation-wide search for young women who will be outstanding candidates for this double program will be made. (The trustees of the Massachusetts General Hospital are prepared to offer substantial financial aid to successful applicants for admission) and all candidates enrolled will also be eligible for assistance from the Radcliffe College scholarship funds on precisely the same terms as other Radcliffe students.

This plan has been evolved as a result of the conviction of the governing boards of both institutions that the profession of nursing increasingly requires women with a broad educational background. Professional opportunities in hospital management, nursing and health education, and medical research more and more demand the graduate nurse who has the liberal arts training in addition to her diploma in nursing.

† † † †

1-217: 1FB4 Quaternary and Cretaceous Reptiles

1 School of Nursing

